DOCUMENT RESUME

ED 165 261 EA 011 176

AUTHOR Sturges, A. W.; And Others
TITLE The Roles and Responsibilities of Instructional Supervisors. A Report.
PUB DATE 1 Oct 78
NOTE 85p.; A report by the ASCD working group on the roles and responsibilities of supervisors; Some tables may be marginally legible

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Administrator Education; *Administrator Role; Bibliographies; Certification; Elementary School Supervisors; Elementary Secondary Education; High School Supervisors; Literature Reviews; School Surveys; Supervisors; *Teacher Supervision

ABSTRACT

This publication is the product of a working group assigned the responsibility of examining the role and responsibilities of instructional supervisors. In addition to reviewing the 1977 report of another working group, the members of this group examined existing certification and preparatory programs for instructional supervisors; conducted rather lengthy telephone interviews with the executive directors of major professional organizations that work with, prepare, or employ instructional supervisors; conducted telephone interviews with members of those organizations; and made an analysis of published information concerned with the preparation, roles, and responsibilities of instructional supervisors. Members of the group conclude this report with recommendations based on their findings. The findings indicate that under existing conditions instructional supervisors must play a dual role and suggest that there are really two groups of instructional supervisors: administrative and consultative. Responsibilities for the two positions are different and different preparatory and experience programs are recommended. (Author/IRT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED165261

THE ROLES AND RESPONSIBILITIES OF INSTRUCTIONAL SUPERVISORS

A Report by the ASCD Working Group on the Roles and Responsibilities of Supervisors

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Brandt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

A. W. Sturges, Chairman
R. J. Krajewski
J. T. Lovell
E. McNeill
M. G. Ness

EA 011 176

October 1, 1978

INTRODUCTION

Attempting to accurately identify appropriate roles of instructional supervisors in school settings is handicapped by the conflicting definitions and aspirations for the positions. An agreement of the definition of "supervision" can only be attained at the most general level. Because of the lack of specificity, educators disagree on the roles of supervisors, their responsibilities, the appropriate preparation and the most satisfactory organization to maximize the expertise of instructional supervisors. Differing expectations by various educators results in instructional supervisors being evaluated by competing standards, and often the success of instructional supervisors is jeopardized.

This confusion occurs because there is seldom a person or department within the school system whose sole responsibility is the provision of instructional improvement activities. There also is no single client constituency which is the beneficiary of such supervision. Instructional supervision in the public schools continues to evolve reactively from the growing complexity of social and political environments. As such, it has little logical pattern for development. Supervision assignments/responsibilities seem to be made piecemeal, allocated to whichever department or person within the existing staff structure that appears best able to absorb the responsibilities. In today's school systems, therefore, instructional supervision is less than ideal, allowing little continuity, and providing minimum assistance for the improvement of instruction. There are "supervisors" who provide staff consultation in the area of curriculum and support materials, who provide evaluation of teacher competence and performance, and who provide assistance of a clinical

nature for dealing with specific instructional problems. These supervisors identify easily with curriculum, administration, program development, or the inservice education responsibilities of supervision. Under the rubric of "instructional supervision", these activities are intended to complement and enhance the primary supervisory relationship traditionally accorded to the principal.

Approached reactively, instructional supervision is often inadequate and ineffective. It fails to properly and fully utilize both human and material resources, is likely to generate conflicting objectives, and often develops contradictory strategies. With these constraints, there is little realistic hope for the improvement of supervision within a school system. Disagreements on the roles of instructional supervision abound, and there seems to be little progress toward agreement.

Instructional supervision is being performed by a number of different educators within a number of organizational patterns. The instructional supervisory task is often assigned to a person as a less important task, and the assignment receives a proportionately smaller allocation of resources and emphases. Few supervisors are evaluated primarily upon the success of their supervisory tasks. Most find they must choose between the competing demands of administration and their responsibilities for instructional supervision. The result is that many approach instructional supervision defensively.

There is a need for a body of practicing professionals identified as instructional supervisors. Unlike classroom teachers, principals, counselors, and librarians, instructional supervisors are not clearly identified as a group. Such professional groups are necessary to

represent the discipline, provide focus and outlet for research and scholarly inquiry into theory and practice, and serve as a base for the creation of specific programs of academic preparation. These groups are essential for establishing the basic standards of competence and performance within their profession, and for insuring efforts toward continued professional growth.

Just as there is no professional body of "instructional supervisors" that is attempting a better definition of their functions and the requisite competencies to meet the demands of those functions, neither is there a clearly defined client constituency for the services of instructional supervisors. Varied role responsibilities create considerable ambiguity as to what really constitutes instructional supervision, what its goals are, and how these goals should be pursued and achieved.

The decision as to the roles of instructional supervisors is often determined by several independent client constituencies---administrators, curriculum directors, program coordinators, principals, teachers, and the public. Each group has varied and diverse needs for "supervision". but no clear concept of where to seek this service. Each group searches his particular discipline for a solution which will resolve the problems caused by inadequate supervision. The net result of this search is a dissatisfaction with instruction or supervision, since few are satisfied with their solution. Few are happy, yet no one can point with conviction to the source of discontent.

In 1977, a working group was assigned the responsibility of examining the roles and responsibilities of instructional supervisors. The group also reexamind the 1976-1977 report of the working group that examined the same topic, with special concern for validating the findings of that study.

This publication is the product of the working group's efforts. In addition to reviewing the 1977 report, the members of this group examined existing certification and preparatory programs for instructional supervisors in the United States, conducted rather lengthy telephone interviews with the executive directors of major professional organizations that work with, prepare, or employ instructional supervisors, conducted telephone interviews with members of those organizations, and made an analysis of published information concerned with the preparation, roles and responsibilities of instructional supervisors.

Members of the group conclude this report with recommendations based on their findings. This presented information will indicate the dual role instructional supervisors must play under existing conditions, and suggests that there are really two groups of instructional supervisors: administrative and consultative. Responsibilities for the two positions are different, and different preparatory and experience preparation programs are recommended. It is also suggested that these instructional supervisors who are required to combine both types of positions will likely experience limited success; both teachers and administrators will be disappointed with their inability to provide appropriate leadership.

SURVEY RESULTS

R. J.Krajewski, E. McNeill, M. Ness

In attempting to identify the real and expected roles of instructional supervisors, executive directors of professional organizations were asked to respond to five questions. The professional organizations were selected through their involvement in supervision, and included those organizations whose members employ supervisors, those whose members utilize the services of supervisors, and those whose members prepare instructional supervisors. The organizations included the American Association of School Administrators (AASA), the American Federation of Teachers (AFT), the Association for Supervision and Curriculum Development (ASCD), the Council of Professors for Instructional Supervision (COPIS), the National Association of Elementary School Principals (NAESP), the National Education Association (NEA), and the Professors of Curriculum. The executive director of each organization was asked to respond to the questions, and was also asked to identify a member of the organization (s)he represented that could also respond to the questions.

Responses to the five questions were sought through telephone interviews; support for this approach was received through a written request for participation by the Executive Director of ASCD. An accompanying letter gave information on the proposed structure of the telephone interview, and a list of the questions that would be asked. The asked questions were:

1. What are the objectives of instructional supervision?

*The committee wishes to recognize the assistance of Herb Martin, Doctoral student in the Department of Administration and Supervision, Auburn University in the compilation and organization of data for this chapter.

2. What are the activities of instructional supervision?
3. What are the results expected from instructional supervision?
4. What is the organizational structure for instructional supervision?
5. What is the preparation for instructional supervision?

The interviews were conducted during Spring, 1978; transcripts of the interviews were analyzed to describe the current views of instructional supervision held by the respondents. Respondents were divided into four groups: (1) academic leaders (i.e., university professors), (2) system-wide administrators, (3) school-based leaders (such as principals) and (4) teachers. Within these groups, a distinction was made between the leaders of national associations and the practitioners in the field. Responses were compared between groups as well as within groups.

Question 1: What are the objectives of instructional supervision?

Four response categories were identified and arranged in matrix form.

Objectives / Functional Groups	Curriculum and Program Orientation	Classroom Methodology and Management	Teacher Competency	Teacher Performance Evaluation	Misc
Academic Leaders	4	8	2	--	2
System Wide Administrators	8	3	7	1	3
School Based Leaders	1	6	2	1	2
Teachers	1	7	2	2	1
TOTALS	14	24	13	4	8
Practitioners	8	11	10	3	4
National Association Executives	6	13	3	1	4

Figure 1. OBJECTIVES OF INSTRUCTIONAL SUPERVISION

L E G E N D

Curriculum and Program Orientation: Develop and refine curriculum, insure abherence to established goals, and insure consistent, system-wide implementation.

Classroom Methodology and Management: Resources, procedures, and lesson planning.

Teacher Competency: Plan programs for continuing formal education and higher certification levels. In-service programming.

Teacher Performance Evaluation: Retention, tenure, and identification of leadership potential.

As indicated by Figure 1, 24 respondents indicated classroom methodology and management (i.e., insuring the adequate performance of instruction) as the primary objective of supervision. Fourteen respondents indicated curriculum and program orientation was the primary objective and thirteen respondents indicated teacher competency as the primary objective. Evaluation of teachers for retention or promotion received the least emphasis (4 responses). Between-group comparisons, (i.e., school-based teachers and leaders vs. academic leaders and system-wide administrators) revealed that far fewer in-school personnel selected curriculum and teacher competency as instructional supervision objectives than did the system-wide administrators and academic leaders; in-school personnel indicated classroom methodology and management as more important than curriculum and teacher competency. The academic leaders and system-wide administrators seemed more broad based in their identification of objectives, while the school-based personnel felt a greater need for the supervision of what actually is occuring in the classroom and improvement of the quality of human interaction between teachers and students. When asked what the objectives of instructional supervision are, school-based personnel cited specifics within the instructional program, such as the improvement of methods and techniques and updating supervision coursework for certification. Dominant responses of the academic leaders and system-wide administrators focused on the procedures and behaviors. There seemed to be a general consistency when comparing responses between the practitioners and his/her

association administrative representative (i.e., within group). The category of teacher competency was the sole exception; practitioners indicated that it is the teacher who holds the key to a successful classroom learning environment.

Question 2: What are the activities of instructional supervision?

Responses to this question are presented in Figure 2.

Objectives / Functional Groups	Curriculum and Program Orientation	Classroom Methodology and Management	Teacher Competency	Teacher Performance Evaluation	Misc.
Academic Leaders	1	2	6	--	2
System Wide Administrators	1	4	8	1	3
School Based Leaders	1	2	9	3	2
Teachers		2	10	2	4
TOTALS	3	10	33	6	11*
Practitioners	2	5	16	3	8
National Association Executives	1	5	17	3	3

* Most of these related to the orchestration of system support to individual classrooms.

Figure 2. ACTIVITIES OF INSTRUCTIONAL SUPERVISION

L E G E N D

Curriculum and Program Orientation: Develop and refine curriculum, insure adherance to established goals, and insure consistent system-wide implementation.

Classroom Methodology and Management: Resources, procedures, and lesson planning.

Teacher Competency: Plan programs for continuing formal education and higher certification levels. In-service programming.

Teacher Performance Evaluation: Retention, tenure, and identification of leadership potential.

Unlike the broader response to the previous question, response; to this question were more concentrated because 33 of the 63 responses could be characterized as activities designed to increase teacher interaction skills (teacher competency enhancement) in the classroom. These activities ranged from in-service activities built around the acquisition of improved communication and problem-solving skills, to the exposure to more effective diagnostic techniques that would allow the teacher to gain a better insight into the interaction dynamics of the classroom.

This emphasis illustrates the contrast with the earlier concentration upon objectives.concerning programs, procedures, and materials. This concern for the development of the capacity of the individual teacher to understand and modify the quality of the classroom environment seems to reinforce the earlier emphasis by the practitioners upon the quality of the teacher and teacher preparation. Between group comparison revealed few differences.

Again, as in the first question response, there was general agreement between the practitioner in the field and the national association leaders (within group comparison). There was, however, a single point

of exception. The practitioner saw a much more prominent role for the supervision for orchestrating system staff and material support for the individual classroom.

A casual analysis of the activities shows that 49 out of the 63 involve the techniques and practices of clinical supervision. The diagnosis and mediation of classroom interaction, the focus on micro-teaching behaviors, and the development of the counseling process for improving instruction are the basis for conducting these activities.

Question 3: What are the results expected of instructional supervision?

The third question concerned the anticipated outcomes of a good program of supervision. Responses are grouped under the categories of better programs, better performance by participants in the programs, and better affective response to the learning experience.

As indicated by Figure 3, the most numerous responses (24) fell into the latter category. Whether they spoke of students, teacher, or parents, those interviewed expressed the feeling that effective supervision would improve the psychological climate of the schools by providing more satisfaction to all concerned, developing more commitment to improved performance, and reducing friction and frustration caused by disciplinary problems. Only slightly fewer responses (22) dealt with the anticipation of better performance by students and teachers. There was an expressed belief that instruction in the classroom would improve, that students would acquire more and better cognitive development, and that performance on evaluative instruments would rise significantly. The expectation that feedback from supervision would result in overall improvements in the design and structure of the system-wide program scored a close third in the number of responses (16) recorded.

The data indicates that despite the earlier emphasis upon tangible programs and materials that were implied by the suggested objectives of supervision, the respondents expressed far more concern about changes in the participants - teachers and students - than in more quantifiable programs. Human outcomes, not procedures, are apparently foremost in the eyes of both practitioners and association leaders. Between-group analysis reveals that in-school personnel were much more concerned about programs than were academics and system-wide administrators; within group comparisons were not significantly different.

Question 4: What is the organizational structure for instructional supervision?

It is in the response to this topic that the clearest differential between groups emerged. Responses were categorized according to where the control of the supervisory process was placed, the relationship between the supervisor and the teacher, and whether supervision was to center upon program or upon classroom interaction. Figure 4 reveals that disparity appears between those persons whose activity centers in the school and those professionals whose work takes place elsewhere. The issue which elicited the most comment was the actual location of the supervisory effort. School-based individuals placed the appropriate location of the supervisory function in the schools. Their responses indicated that effective supervision must be based upon a deep and continuing familiarity with the total instructional environment which comes from daily contact. By a margin of nine to one, school-based educators felt that the supervisory effort should be performed by someone permanently located within the school itself. External personnel split fairly evenly on this matter with almost half of them implying that the supervisory process should be based out of the central office.

The secondary questions of whether supervision should be primarily concerned with curriculum or with classroom procedures drew so little comment as to make drawing a conclusion risky. The same could be said for the issue of line versus staff authority relationships between the supervisor and the teacher, although administrators had a clear preference for the former. It was generally noted that the responses to this topic were the most vague. This presumably

Outcomes Functional Groups	Better Programs and Procedures	More Effective Performance by Students and Teachers	Better Affective Response to the Learning Experience
Academic Leaders	4	2	2
System Wide Administrators	7	3	7
School Based Leaders	3	9	11
Teachers	2	8	4
TOTALS	16	22	24
Practitioners	10	10	12
National Association Executives	6	12	12

Figure 3. OUTCOMES OF INSTRUCTIONAL SUPERVISION

reflects the recognition by the respondents of the current dispersed nature of supervision and the inability to conceptualize an organization for the role of instructional supervision that is performed by so many people belonging to so many sections. (Figure 4)

Organization for Supervision Functional Groups	Central Office Based	School Based	Line Authority	Staff Authority	Curriculum Supervision
Academic Leaders	2	3	--	1	1
System Wide Administrators	3	3	3	1	1
School Based Leaders	--	6	--	--	1
Teachers	1	3	--	1	--
TOTALS	6	15	3	3	3
Practitioners	2	7	--	2	2
National Association Executives	4	8	3	1	1

Figure 4: ORGANIZATIONAL STRUCTURE FOR INSTRUCTIONAL SUPERVISION

As in the first two questions, practitioners and their respective national representatives were internally consistent with their responses. The system-wide administrators and academic leaders spread their concerns across a broad spectrum of disciplines, perhaps reflecting the traditional certification of both supervisors and administrators under one category. School-based educational leaders showed a somewhat greater concern for the aspect of experience, and joined teachers in this concern. All of those involved in public education expressed considerable emphasis upon the development of greater skills in communication and interpersonal interaction, and in the diagnostic aspects of clinical supervision. All felt that persons aspiring to become instructional supervisors should take additional formal preparation in the fields of human development, psychology, and learning theory. There was almost no emphasis placed upon the aspect of specialization in content areas to be supervised.

Clearly, the additional preparation for a teacher who intends to become an instructional supervisor centers upon the acquisition of both theoretical foundations and practical experience. Almost all respondents indicated that instructional supervisors should be drawn from the ranks of classroom teachers. Clinical supervision as a discipline was included by the majority of respondents as part of the formal classwork. It is apparently the consensus that the instructional supervisor should possess those skills which permit one to understand and constructively modify the human experiences of the classroom for the purpose of achieving specific learning objectives.

Question 5: What is the preparation for instructional supervision?

This final question asked of interviewed educators dealt with the preparation of persons to become instructional supervisors. (Figure 5)

Areas for Preparation / Functional Groups	Content Area Specialization	Supervision and Teaching Experience	Communication Interaction Skills	Diagnostic Skills	Learning and Human Development Theory	Misc
Academic Leaders	2	3	2	1	5	2
System Wide Administrators	1	2	3	4	3	1
School Based Leaders	1	3	3	4	3	1
Teachers	--	4	5	4	2	--
TOTALS	4	12	13	13	13	4
Practitioners	2	5	7	6	8	2
National Association Executives	2	7	6	7	5	2

Figure 5: PREPARATION FOR INSTRUCTIONAL SUPERVISION

Figure 6 illustrates the strong emphasis upon better programs, better methods, and better criteria as a basis for selecting supervisory personnel.

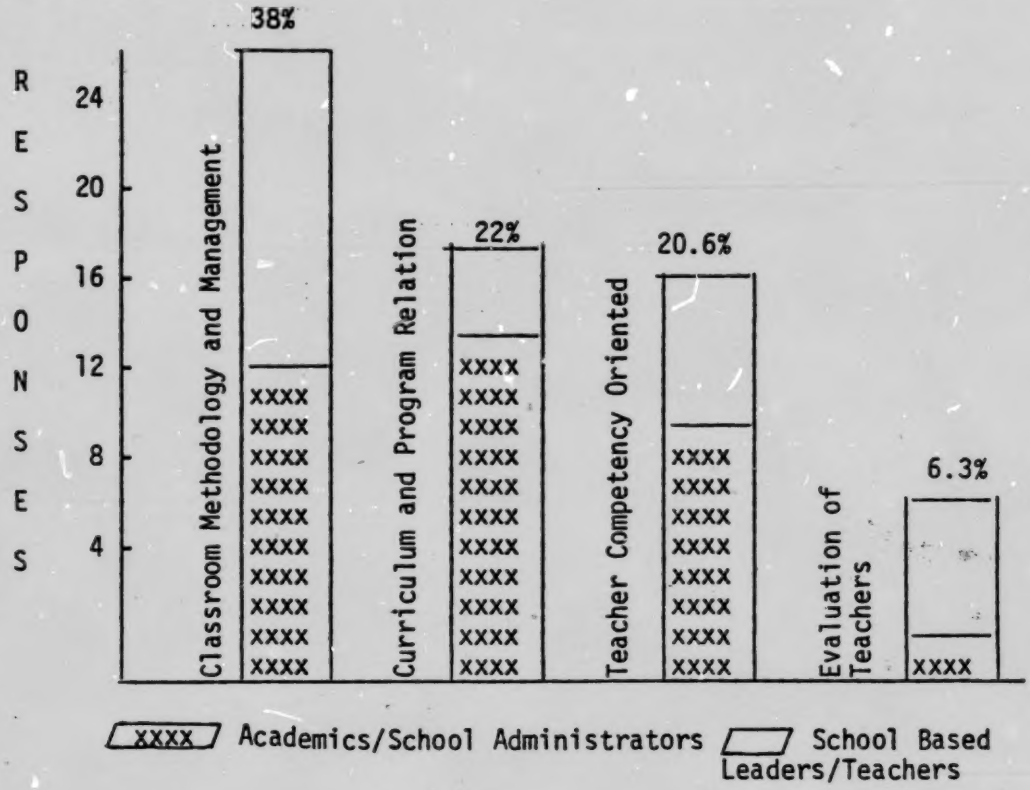


Figure 6: A COMPARISON OF INSTRUCTIONAL SUPERVISION OBJECTIVES

The objectives cited were specific and quantifiable.

Having once set these objectives in terms of such demonstrable behaviors and products, the respondents reversed their perspectives to focus their attention on students, teachers and parents. They expressed an overriding concern for the quality of the interaction between these people in the learning environment of the schools and society. When the responses dealing with activities of supervision are compared (Figure 7), they no longer look directly at the programs, the classroom procedures or the materials and lesson plans for the

measure of good instruction, but rather at evaluating and improving the teacher's conduct of the learning experience in the classroom.

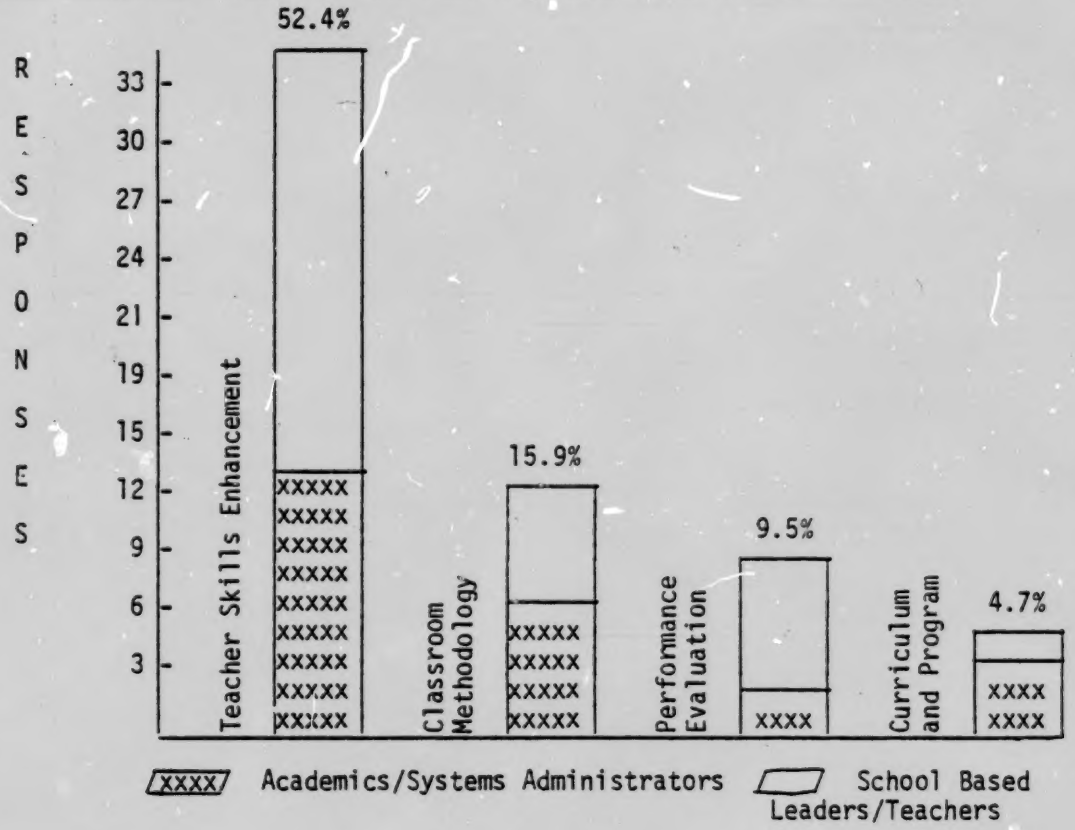


Figure 7: A COMPARISON OF THE ACTIVITIES OF INSTRUCTIONAL SUPERVISION

(See also, key, Figure 2.)

Respondents seek the enhancement of the teacher's capacity to understand the dynamics of classroom interaction as it influences the learning outcome of students.

A review of the responses regarding the expected outcomes of effective instructional supervision indicates that the respondents have a perspective of supervision that is somewhat divorced from their formally stated objectives. Almost three quarters of the responses dealt with changes in the involved people rather than with

the quality or quantity of programs and materials. The largest category of responses dealt with the anticipation of a positive affective change by both students and teachers as a direct result of effective supervision. Higher morale, more commitment, fewer disciplinary problems were the outcomes predicted by almost 40 percent of those surveyed. Almost as many respondents anticipated a pairing of this outcome with increased and improved performance of teaching and learning, as reflected in higher student achievement and improved performance on standardized tests. (Figure 8)

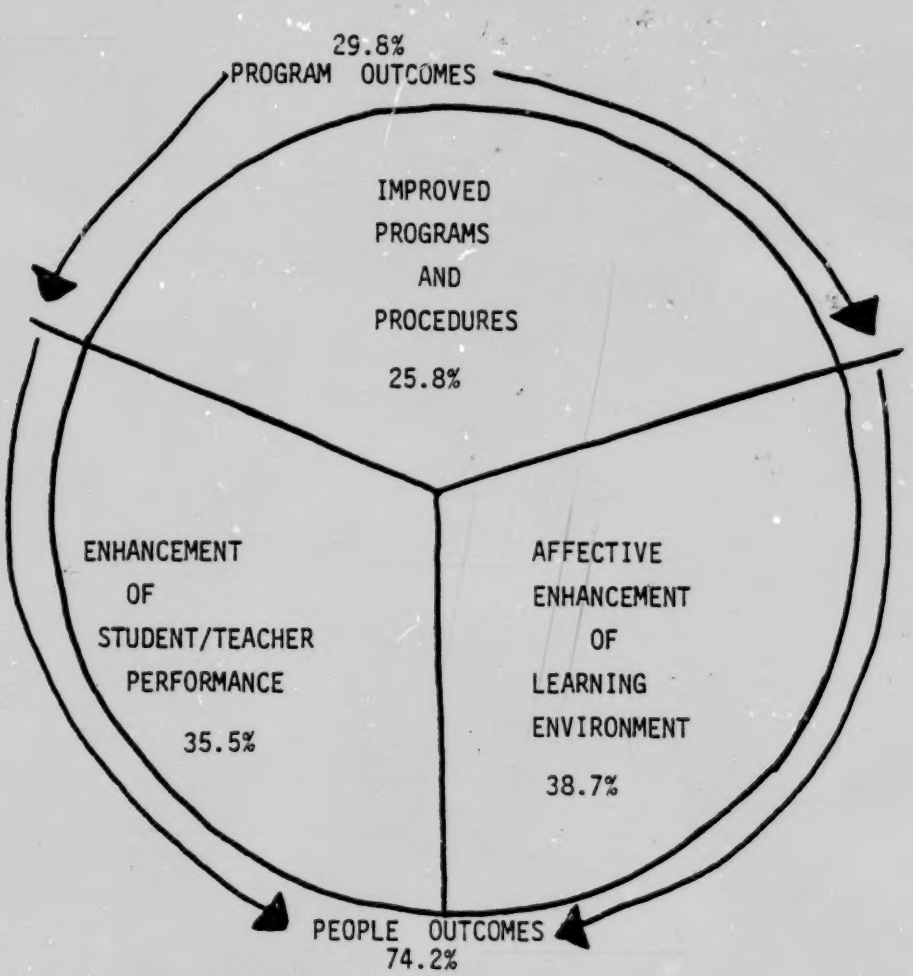


Figure 8: A COMPARISON OF THE EXPECTED OUTCOMES OF EFFECTIVE INSTRUCTIONAL SUPERVISION

Almost one third of the responses indicated that program procedures, and the curriculum in general would be improved as the feedback from an effective program of supervision made its impact known.

The reversal of perspective becomes even more pronounced when viewing the types of preparation suggested as being appropriate for instructional supervision. (Figure 9)

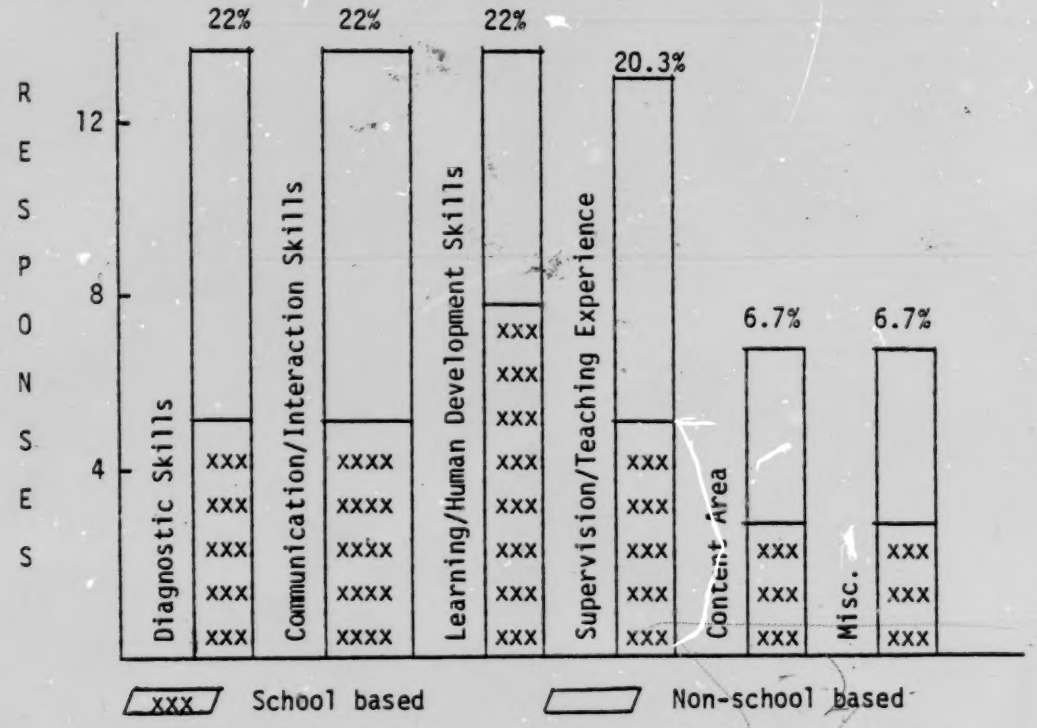


Figure 9: PREPARATIONS FOR INSTRUCTIONAL SUPERVISORS

More than 80 percent of the respondents addressed themselves to some aspect of clinical supervision, either to the analysis of the classroom interaction itself or the provision of assistance in self-improvement to the teacher as the person directly responsible for that interaction. The survey indicates that the target of the supervisor's efforts and the appropriate preparation is not a problem

of what is being taught but rather who is teaching it and the process through which it is being taught.

SUMMARY

Supervision is an image of a structure within a school system which provides a continuing observation of, and experience in, the classrooms being supervised. The relationship between supervisor and teacher is a permanent working relationship, rather than just a transitory visitation for the purpose of evaluation or for the discussion of some overt problem. The trained supervisor provides guidance to the professional growth and experience of the individual teacher, coordinates the efforts of the professional staff specialists from the central office, and provides for the total integration of the continuing educational experience of the system as a whole.

The objective of effective instructional supervision is the rational application of a system's total resources to the challenge of accomplishing the learning objectives of public education. The supervisor supports, suggests, and corrects all aspects of the classroom experience on the basis of a complete and accurate appraisal of that experience; an appraisal made possible through the application of the methodology of clinical supervision and a thorough grounding in both theory and practical experience.

CONCLUSION

The problem seems to be to resolve this dichotomy between today's perceived objectives and the expressed needs to be satisfied. The challenge is to accomplish this resolution in a mutual, interdisciplinary effort which will provide an appropriate point of departure for the campaign for implementation in the public schools at large. This represents the subject for the remainder of this monograph.

INSTRUCTIONAL SUPERVISION: EMERGING PERSPECTIVE

John T. Lovell

A review of the literature was made to determine current thinking on roles and responsibilities of instructional supervisors. This chapter reports answers to questions concerning the nature and purposes of instructional supervision, roles and responsibilities of supervisors, and the activities of supervisors based on the examination of published information.*

The Nature and Purpose of Instructional Supervision

Most of the reviewed writers conceptualized instructional supervision as a process and/or behavior system that exists to interact with teaching behavior for the purpose of improving the learning opportunities for students (Sergiovanni and Starratt, 1971 p. 10), (Harris, 1975 pp. 1-25), (Wiles and Lovell, 1975 pp. 4-8), (Alphonso, Firth, and Neville, 1975 pp. 32-41). In viewing supervision as a process in which behavior is a significant part, Sergiovanni and Starratt (1975, p. 10) indicate that all personnel who participate in supervisory behavior are supervisors at one time or another. Other authors, (Wiles and Lovell, 1975 pp. 4-8), (Alfonso, Firth, and Neville, 1975, pp. 32-41), used social system theory as a way of thinking about instructional supervision, and conceptualized it as a behavior system formally provided by the educational organization for the purpose of interacting with the teaching behavior system to facilitate the learning of students.

---

*The committee wishes to recognize the contributions of Billy Pack, Mike Richardson and Don Nickson, University of Tennessee, in the preparation of the annotated bibliography on which this report is based.

Within the framework of this definition, Wiles and Lovell (1975, pp. 6-8) suggest that instructional supervisory behavior may be a dimension of many roles. The critical factor that distinguishes instructional supervisory behavior from other behaviors is its nature and not the title of the position or role of the actor. Alfonzo, Firth, and Neville (1975, p. 35) took a similar position. Lucio and McNeil (1969, p. 46) made a similar point: "We believe that supervision is itself a distributive function which holders of various positions discharge in different ways." Burnham (1976, pp. 301-305) concluded that, "Supervision today is not the province of a particular person or a particular position, but is a natural mode of behavior for all who work and are a part of the human organization of the school."

The review of the literature revealed a variety of attempts to define the boundaries of instructional supervison. One common thread that ran through most of the discussions was that the purpose of the behavior system is to improve instruction. For example, Harris (1975, p. 10) defined supervision of instruction as, "what school personnel do with adults and things to maintain or change the school operation in ways that directly influence the teaching processes employed to promote pupil learning." Thus, instructional supervision was seen as directly related to teaching behavior, but only indirectly related to student behavior. Oliva (1976, p. 7) conceived of supervision as service and help to teachers in an effort to improve instruction. Blumberg (1974, p. 1-10) indicated that supervision is essentially the process of giving and receiving help to improve performance or resolve a problem that occurs between teachers and students. Lewis and Miel (1972, p. 43)

provided a little different perspective by defining supervision as overseeing or controlling quality for the purpose of improving instruction. Harris (1977, pp. 571-576) indicated that improvement of instruction is the basic concept of supervision of instruction and has been for many years. He called for more emphasis on leadership for change that is uniquely instruction oriented. Burnham's (1976, pp. 301-306) review of the literature showed that supervision was and still is a process utilized by the organization to improve instruction.

Lucio and McNiel (1969, p. 45) took a more general view by defining the common dimension of supervisory behavior as the development of goals, operations for achieving goals, and evaluation of results with no specific reference to the improvement of instruction. Sergiovanni and Starratt (1971, p. 10) identified the unique feature of supervisory behavior as action to achieve goals through other people. Supervisory behavior was contrasted with administrative behavior which is defined as action to achieve goals by means other than through other people.

What are the hoped-for outcomes of these activities as revealed by the literature? In general, the functions of instructional supervision which are discussed in the literature are directly related to the improvement of instruction. Oliva (1976, p. 12-14) identified instructional development, curriculum development, and teacher development as the special domains of instructional supervision. Harris (1975, pp. 1-12) took a more general approach and identified the roles as developing curriculum, organizing for instruction, providing staff facilities and materials, providing in-service education conducting staff orientation, relating pupil services to the instructional programs contributing to

public relations, and conducting instructional evaluation. Wiles and Lovell (pp. 8-11) defined the functions of the instructional supervisory behavior system as goal and program development, and the actualization, coordination, motivation, problem solving, professional development of staff and the evaluation of educational outcomes.

Sergiovanni and Starratt (1971, p. 10) took a contrasting position; they defined the domain of instructional supervision as a process to achieve school goals through the human organization. Thus, behavior on the part of school personnel which is directed toward the achievement of school goals through other individuals was defined as supervisory whether directly, indirectly or remotely related to instructional improvement.

Almost all of the writers emphasized change as an important function of instructional supervision. Changes in objectives, programs and instruction were repeatedly emphasized as desired outcomes of instructional supervision.

Most authors discussed the functions of support, service, and help for teachers and other educational leaders. Cogan (1973), Goldhammer (1969), and Bellon, Huffman, Eaker and Jones (1976), developed books built around the assumption for the need for a system of direct support to help teachers improve their performance in a particular classroom situation. The literature is filled with discussions on the importance and descriptions of pre-observation behavior, observation and analysis of teaching behavior, and post-observation behavior.

Most writers emphasized the importance of quality control as an important function of instructional supervision. Lewis and Miel (1972, pp. 42-44) made the point that, at least partly because of the human relations movement, the overseeing, monitoring and controlling-type actions had been de-emphasized as appropriate functions of instructional supervision.

The importance of curriculum development and evaluation as a function of instructional supervision was generally recognized and developed throughout the literature. The need for a changing and improving curriculum to meet the changing needs of the society and students was recognized. Also, the need for competent specialists in these areas was given special recognition.

A growing recognition of leadership for school improvement as a proper function of instructional supervision was apparent throughout the literature. Wiles and Lovell (1975) devoted a full chapter to the discussion of leadership behavior and used this as an important part of the theoretical basis for the rest of the book. Alphonso, Firth, and Neville (1975) identified leadership behavior as an important component of supervision and discussed it in depth. Harris (1977, pp. 567-571) discussed the concept of instructional leadership as relatively new and indicated that leadership involves pursuit of change that is related to instruction.

The Roles, Responsibilities and Activities of Supervisors

Who then is a supervisor? How have the roles and responsibilities of instructional supervisors been prescribed in the professional literature and described in the research on current practice?

It is possible to define the role of a position that an individual occupies as the behavior normally expected of the person in the position both by the individual and others with whom the indiviudal works. When we inquire about the role of the supervisor we ask about the expectations that both supervisors and others who work with supervisors have concerning the actions that supervisors should take.

The review of the literature revealed considerable confusion and disagreement about the roles of supervisors. Part of the confusion is the functions of the various positions occupied by persons called supervisors, curriculum directors, consultants, department heads, assistant superintendents for instruction, and other educators. Naturally, the role of a particular position in a particular school system will be defined in a unique way according the the expectations and needs of the organization, the expectations of the role occupant, and the expectations of other educators with whom the role occupant works. Therefore, it is predictable that supervisors working in the same and different school systems will have different roles, different titles, and different responsibilities. The authority structure for the role will vary according to the responsibilities of the role occupant.

According to several writers (Wiles and Lovell, 1975 pp. 19-20) (Oliva, 1976 p. 7), individuals in the organization who participate in supervisory behavior are serving a supervisory function, but individuals whose primary responsibility is to participate in instructional supervisory behavior can be thought of as supervisors. Positions, titles, and responsibilities of individuals whose primary responsibilities are in instructional supervision vary enormously. For example, an assistant superintendent for curriculum and instruction is often held responsible for curriculum development and evaluation for the school system, the maintenance of quality of the instructional support and service to teachers, programs for professional development for the staff, and many other responsibilities. This person is primarily in an administrative or management role and has authority for the coordination, control, evaluation, and the innovation of various programs. Certainly, this person's primary responsibilities are in the area of instructional supervision and he/she should be classified as an instructional supervisor. The role expectations for this position would be quite different than the role expectations of a special consultant with responsibility to provide service, support and other assistance to teachers for improving classroom performance of teachers in schools. Such a role may carry the expectation or authority to direct or force teachers to behave in certain ways. In spite of the difference in expectations for these two roles, both are instructional supervisors.

Within the framework of this conceptualization, it was not surprising to find in a recent study of the roles of supervisors in relation to certain functions (Christiansen and Turner, 1977 p. 23) a definite

tendency toward the middle of a ten point scale on seven funtional areas. For example, on the scale from decision maker to advisory, with one being the extreme decision maker and ten representing advisory, supervisors responded on average at 4.33, superintendents 4.57, and professors 5.01. Since supervisors occupy various positions with different responsibilities and authority, the tendency toward the middle was predictable. The central tendency was also apparent in responses to other functions as: generalist to specialist, improvement of instruction to curriculum development, work with teaching staff (full authority) to work with teaching staff (no authority), responsible for staff evaluation to not involved in staff evaluation.

The literature revealed various ways of defining the role of the supervisors. Babcock (1965, pp. 50-64) discussed the need for a curriculum specialist and the need for defining his role in the face of ever-changing demands. In defining the role of the supervisor of curriculum, he assumed that curriculum development and the instructional program were inseparable, that instructional supervision should be a service function rather than administrative and that the leadership responsibility for curriculum change should rest with the curriculum supervisor. He identified four types of positions which the supervisor of curriculum should occupy: (1) general supervisor, (2) subject matter supervisor, (3) special services supervisor, and (4) instructional media supervisor.

Shafer and Mackenzie (1965, p. 69) identified two types of roles for curriculum leaders. The role of the generalist was defined as having broad functions with a position such as director of instruction. In explaining the role of the specialist, they used the example of a

coordinator of child study. The difference did not seem to be a function of administration or services but rather of subject specialization, since administration was apparent in both categories.

Klor (1965, pp. 145-149) said that, "Curriculum leaders need to present a clear picture of their specialized professional functions," and identified three needed developments: (1) definition of technical functions, (2) description of supervisor as an analyst, and (3) leadership competence.

In general, Babcock, Mackenzie, Shafer, and Klor were making a case for the need for the professionalization of the role of the curriculum leader and a clarification of both the role and the competence required to participate in the role.

Lewis and Miel (1972, pp. 44-47) indicated that responsibility for instruction should be at the local level. Separating curriculum and instruction suggests the possibility of two general categories of supervisory positions defined as "curriculum supervisor" and "instructional supervisor."

Cogan (1973, p. 9) made a distinction between general and clinical supervision. He defined general supervision as supervisory activities that occur outside the classroom and clinical supervision as the improvement of the teacher's classroom instruction.

Wiles and Lovell (1975, pp. 183-184) built on the idea of Griffiths and others (Griffiths, Clark, Wynn, and Iannaccone, 1962) to develop a concept of two kinds of positions for the supervisory staff. The position of coordinator was considered appropriate when there was a program to be managed. The position of consultant was used for those

individuals whose primary responsibility was to provide support, help, and service to teachers and other instructional leaders.

Oliva (1976, pp. 12-13) defined the following four roles for the supervisor: (1) coordinator, (2) consultant, (3) group leader, and (4) evaluator. Burnham (1976, pp. 301-305) suggested that the supervisor is in a key position to help in the change process. Harris (1976, 331-337) asserted that supervisors should become more aggressive in the change process. St. John (1970, pp. 165-167) described the need for more effective leadership by supervisors in innovating, coordinating, and improving programs and the need for less time spent on administration. Bishop and Firth (1977, pp. 572-575) described the changing and emerging supervisory role and made a strong point that supervisors must constantly study five potential sources for instructional leadership (1) faculty-supervisor interaction, (2) program coordination, (3) related techniques and knowledge from other disciplines, (4) the organizational structure, and (5) introduction of new curricula.

Numerous studies have been done of the instructional supervisor's role, responsibilities, and activities as perceived by supervisors, teachers, and administrators. Puckett (1963) found that teachers desired more help from supervisors in the form of classroom visits, criticism, and assistance in the use and delivery of materials. Colbert's (1967) analysis of effective supervisory behavior as perceived by teachers indicated that supervisors were most effective when they assisted teachers with teaching techniques, demonstrated teaching, offered constructive criticism, held conferences following observations of teaching, gave specific advice, were unobstructive during visitations, and

assisted teachers with evaluation of their teaching.

Palmer (1955) found that teachers and supervisors preferred cooperative, participatory, and democratic type supervision with more emphasis on demonstration teaching. Ross (1965) reported that supervisors in North Carolina spent more of their time in administrative type activities such as developing curriculum, coordinating and arranging for in-service education, organizing for instruction, and coordinating activities rather than in direct support of teacher activities such as visiting classrooms, conferring with teachers, doing demonstrations, and evaluating teachers.

Carman (1971) did a synthesis of research up to that time and concluded the research indicated the primary purpose of supervision was to improve instruction which included the provision for leadership, productive instructional environment, curriculum development, and in-service education. Most often reported responsibilities of instructional supervisors were coordination of in-service education, human relations, and consultative help.

Carlton (1971) reported that teachers and principals perceived the actual role of supervisors as assisting with development of programs for federal funding, administrative duties, formulation of policy, in-service education, and textbook selection. He also reported that they preferred that supervisors plan and arrange for teacher visits to observe teaching, assistance with instructional materials, assistance to new teachers, coordination of instruction, and observing classrooms.

Some studies indicated that the supervisory position was becoming more line than staff (Rullter, 1971), and more remotely related to

instruction (Carlton, 1971). Most studies indicated that teachers and supervisors desired service directly related to the improvement of classroom instruction.

In a study reported by Lovell and Phelps (1977), 83 percent of the teachers in Tennessee reported no observations by a general or special supervisor during the 1974-75 school year. Eighty percent of the teachers reported no instructional conferences with a general supervisor, and 84 percent reported no instructional conferences with a special supervisor. More than two-thirds of the teachers said that observations were not usually scheduled in advance, preceded by a conference or requested. More than 50 percent said observations were not usually followed by a conference or long enough to include an entire lesson, and only 44 percent found that observations were usually helpful. Teachers responded that the following services were not usually provided when needed:

1. Involving teachers in district-wide instructional programs.
2. Assisting in developing effective disciplinary techniques.
3. Planning in-service activities.
4. Providing teaching demonstrations.
5. Consulting with teachers on instructional problems.
6. Serving as a two-way communications link with the central office.
7. Helping describe and analyze instructional objectives.
8. Helping define instructional objectives.
9. Helping select appropriate instructional activities.
10. Helping choose methods for evaluating student progress.
11. Aiding in development of curricula.
12. Conducting or directing research.

13. Acting as a change agent.

14. Providing psychological support.

15. Suggesting new ideas and approaches for instruction.

16. Assisting in classroom organization and arrangement.

Seventy percent or more of the teachers indicated a desire for an increase in all of the services listed above. Lovell and Phelps (1977, p. 8) concluded that teachers felt they were not getting the services they needed and desired an increase in services. They also concluded that observations and conferences were unplanned, uncontrolled, and inadequate. Additionally, they concluded that teachers were not used as instructional resources for each other.

Esposito, Smith and Burbach (1975, pp. 63-66) made an important attempt to delineate the supervisory role. They indicated that the problem is "that the tasks of supervision have not been funtionally classified according to the conceptualizations of the roles selected by supervisors, e.g., administrative, helping, coordinating, etc." When supervisors and their clients perceive the role of the supervisor as helping teachers improve their classroom performance and the supervisors spend most of their time in the central office doing administrative type things, there is role incongruence. Therefore, the purpose of their study was to determine if certain supervisory tasks could be classified according to certain dimensions of the role concept.

The investigators selected a pool of tasks of supervisors from the literature and developed them into a 22 item Likert-type scale which they used to study the frequency of the performance of these activities. They found four categories of tasks and labeled them as follows: (1) indirect service to teachers, (2) direct service, (3) administrator,

and (4) evaluator. Table 1 (Esposito, Smith, and Burback, 1975 pp. 63-66) shows the categories and the tasks identified under each category. (see page 38).

The authors' analysis revealed that the tasks in factors one and four could be related into a broader role dimension of supervision (helping role) and the tasks in factors two and three could be related under administrator role. These broad categorizations could have important implications for the pre-service preparation of instructional supervisors as well as the role definition and authority structures for those roles as they emerge in the organizational setting. It would be possible to develop distinctive preparation programs for supervisors whose primary responsibility will be in the administrative role.

Christiansen and Turner (1976, pp. 20-34) studied a sample of superintendents, supervisors, and professors of supervision taken from the populations of the ASCD mailing lists. Each sample group was asked to decide whether or not each task of a set of twenty tasks was an appropriate task for a supervisor and/or a curriculum director. Seventy percent or more of two of the three groups of supervisors, superintendents and professors considered the following tasks as appropriate for the instructional supervisor:

1. Develop standards of teaching effectiveness.
2. Conduct staff meetings.
3. Conduct in-service programs.
4. Observe teaching.
5. Work with community groups.

TABLE 1*

Taxonomy of the Supervisory Role

Helping Role		Administrative Role	
Factor I **Indirect Service to Teachers**	**Factor IV** **Direct Service**	**Factor II** **Administrator**	**Factor III** **Evaluator**
Plan and arrange in-service education programs and workshops	Assist in the orientation of new and beginning teachers	Coordinate instructional programs	Plan and arrange in-service education programs and workshops
Participate in in-service education programs and workshops	Assist teachers in the location, selection, and interpretation of materials	Assist in the evaluation and appraisal of school programs	Participate in in-service education programs and workshops
Coordinate instructional programs	Visit and observe in the classroom	Routine administrative duties	Assist in the evaluation and appraisal of school programs
Assist in the orientation of new and beginning teachers	Teach demonstration lessons	Participate in the formulation of policy	Arrange inter-system visitations to observe promising practices
Assist teachers in the location, selection, and interpretation of materials	Hold individual conferences with teachers	Engage in public relations	Arrange intra-system visitations to observe promising practices
Collect and disseminate current curriculum materials		Work with citizens or lay groups	
Develop curriculum designs and coordinate curriculum improvement efforts		Arrange inter-system visitations to observe promising practices	
Assist in the development of curriculum guides and other publications			
Assist textbook selection committees			
Develop and prepare new instructional media			
Assist in the evaluation and appraisal of school programs			

*James P. Esposito, Gary E. Smith, and Harold J. Burbach, "A Delineation of the Supervisory Role," Education, Vol. 96, No. 1, Fall, 1975, pp. 63-67.

6. Evaluate programs.

7. Determine educational goals.

Almost all of the tasks identified as appropriate for supervisors are either directly or indirectly related to the instructional program. Evaluation of teaching was not identified in this category, but at least 50 percent of all three groups considered this task as appropriate for instructional supervisors. It is apparently a task on which there is much disagreement. It would have been interesting if the researchers had clarified the task by indicating evaluation of teachers for personnel decisions.

Seventy percent or more of two of the three groups identified the following tasks as appropriate for curriculum directors:

1. Conduct research.
2. Select curriculum content.
3. Work with community groups.
4. Evaluate programs.
5. Prepare courses of study.
6. Determine educational goals.
7. Write grant proposals.
8. Conduct in-service programs.

The investigators pointed out that five of the six most agreed on tasks for curriculum directors were related to program development and evaluation. Conversely, they indicated that of the four most agreed on tasks for supervisors, all were related to working with people. They concluded that supervisors were more closely related to "people type responsibilities," while curriculum directors are more closely associated with "program type" responsibilities.

It also seems possible to conclude that the tasks of supervisors were more related to directly helping, supporting, and providing services for teachers and that the tasks of curriculum directors were more remotely and indirectly related to the work of teachers. It is also possible to infer that the tasks of curriculum directors were "administrative type tasks" and the tasks of supervisors were more consultative type tasks.

One of the important developments in supervision during the past fifteen years has been the renewed interest in the provision of direct support and service to help teachers improve their performance in working with a particular group of students.* Goldhammer (1969), Cogan (1973), and Bellon, Huffman, Eaker, and Jones (1976) not only developed books built around the idea of direct support but have done extensive work in developing, researching, and applying the ideas of clinical supervision. Though various authors have developed different definitions of the steps in the cycle of clinical supervision, most would include the need for pre-observation behavior, observation and analysis of teaching behavior, and post-observation behavior.

Some authors have written about the rationale for clinical supervision. Cogan (1976, pp. 3-19) suggested that the urgent needs of teachers for supervision are a function of inadequacies in preservice education, in the current practice of supervision, and in the psychological-sociological context for the system. Cogan suggests the need for a "collegial" type

* The author wishes to recognize the contribution of Mrs. Janet Barnard, doctoral student, The University of Tennessee, Knoxville, who prepared an annotated bibliography of direct supervision. This annotated bibliography was most helpful in the development of this part of the paper.

relationship between the teacher and supervisor with each sharing his/her particular area of competence. Flanders (1976, pp. 47-57) discussed certain ethical issues in clinical supervision such as whether supervisors should advise teachers on how to teach. The author suggested a partnership relation which was similar to Cogan's collegial approach. McGee and Eaker (1977, pp. 24-28) expressed concern over the anxiety the teachers often feel when supervision is taken into the classroom. They suggested a system of clinical supervision by peers or colleagues.

Sergiovanni (1976, pp. 20-29) proposed the beginnings of a theoretical base for clinical supervision. He assumed that a teacher's behavior is a function of his/her values and this constitutes his/her educational platform. Platforms can be either espoused or practiced, and there is often incongruence between the two. A teacher usually can articulate the espoused platform but not the used platform. Clinical supervision provides a process through which a teacher becomes aware of the lack of congruence between what "they say they do" and what they do. This causes a disequilibration to occur and the teacher needs re-equilibration through changing behavior to match espoused platform or changing espoused platform is linked with self-esteem, which is partly a function of other-esteem, the most common outcome would be for the teacher to change behavior toward the espoused platform.

Harris (1976, pp. 79-83) identified some possible limitations of clinical supervision: (1) the band-wagon effect which could lead to inappropriate use; (2) time factor, anxieties, and organizational constraints; and (3) lack of readiness of teachers for such a personalized and intense experience.

Wiles and Lovell (1975, pp. 146-152) developed the idea of direct supervision as a technical and psychological support system for teachers. They defined teaching as consisting of five interdependent dimensions: (1) planning, (2) actualizing the plans, (3) describing, (4) analyzing what happened, and (5) generalizing for future planning. They assumed that these five dimensions of teaching were the crucial points for the interaction of the supervisory and teaching behavior systems. They also developed the concept of collaborative supervision as a system for the devivery of isntructional supervisory services (pp. 296-306). Basically, collaborative supervision is a proposed system for the delivery of instructional supervisory services from a broad base of specialized competence including supervisors, teachers, administrators and students. The idea is to deliver the persons with the necessary competence, regardless of official position, to the person(s) with the needs.

Discussion and Implications of The Review of the Literature

It is helpful to conceptualize instructional supervison as a process or behavior system formally provided by the edcational organization to improve instruction. The concept of improvement of instruction is used in a general way and deserves clarification. It includes: (1) direct psychological and technical support, service, and help for teachers; (2) curriculum development, coordination and evaluation; (3) organization for and development, coordination, and evaluation of instruction, including the provision of facilities, equipment and materials; (4) development and evaluation of educational goals; (5) professional development of personnel; (6) evaluation of personnel performance; and (7) evaluation of education outcomes.

A crucial function of instructional supervision is the initiation and support of change for improvement. Societal educational expectations change, the needs of students change, teaching methods, materials, and equipment change and, therefore, the educational program and the instruction process must change. Since change requires leadership, it is reasonable to expect the instructional supervisory behavior system to be a primary source of leadership for instructional change and improvement.

It is also important to note the maintenance and continuing support of ongoing programs and people as an important function of instructional supervision. The need for a system of quality control is recognized as an important function of instructional supervision. Workers not only need to have freedom and support in the processes of creative problem solving, exploring new ideas, and implementing new approaches, but also need coordination and control within the framework of overall program objectives. One function of instructional leadership is to provide leadership to maintain balance in the support of organizational and human needs for both freedom and creativeness and coordination and conformity.

Research of the expectations that teachers have for instructional supervisory services has indicated that teachers desire supportive and non-threatening services that are directly related to the improvement of their classroom performance. It was also found that teachers do not perceive that they are getting the services they need and often perceive supervisors as spending much of their time in central offices working on administrative tasks not directly related to the needs of teachers. There

was also evidence that the direct service that teachers were receiving were ineffective according to certain criteria of effectiveness.

The literature revealed much emphasis on the need for directing support in assisting teachers for their performance improvement. Clinical supervision has been proposed as an effective approach for the delivery of direct support. Much work has been done to develop and study the processes of pre-observation behavior, observation behavior and post-observation behavior. The literature provided little evidence that clinical supervision has made much impact on the practice of instructional supervision.

There is both confusion and disagreement about the role of the supervisor. This confusion is at least partly a function of the role concept. If "role" is defined as the behavior normally expected of a person occupying a position and expected by others with whom the individual interacts, then it is inevitable and desirable that instructional supervisors working in different organizations or even the same organization will have different roles, different titles, and different responsibilities. Many problems can and often do occur. For example, the title of the position may not reflect the role of the position. The authority structure for the position may not be appropriate for the roles and responsibilities of the position. Administrators may expect the occupant of a supervisory position to direct, control and evaluate the behavior of teachers and assign no formal authority to the position for getting the job done. Teachers may expect the supervisor to play a helping or consulting type role free of threat. The supervisor is caught in the middle. The administrator may expect the supervisor to

perform certain administrative chores at the central office such as preparation of federal project proposals and teachers may expect classroom supervision. There is an urgent need to clarify the roles and responsibilities of persons occupying supervisory positions as they exist in educational organizations. Since roles are a function of expectations of role occupants and significant others, it can be predicted that roles will not only vary in different organizations, but will continuously change.

Who then is an instructional supervisor? (S)he is an organizational worker whose primary responsibilities, duties, and roles are in the instructional supervisory behavior system. Individuals such as teachers or superintendents can participate in instructional supervisory behavior, but are not considered instructional supervisors since their primary responsibilities are in another behavior system.

Even though it is impossible and undesirable to define a universal role for instructional supervisors, it is possible to conceptualize broad categories of roles and responsibilities. Various rubrics have been used in attempting to develop a useful classification for supervisory roles. For example, some writers have recommended generalist type roles and specialist type roles.

In a recent ASCD study (Christiansen and Turner, 1976 pp. 20-34), a case was made for identifying two positions: curriculum directors (program development and evaluation related) and instructional supervisors (people services and help related). For some people, this approach has some problems. First, some educators find the idea of separating curriculum development from instruction is impossible.

Second, some feel it is important to have people closely related to the instructional program actively involved in curriculum development and conversely, workers involved in curriculum development actively involved in the instructional program. Third, activities related to curriculum development are program related, and activities associated with instructional improvement, including teacher support, service and help, are both people related and curriculum related. It can be concluded that all professionals who have primary responsibilities in the instructional supervisory system need to have some specialized competence in both curriculum development and instructional improvement.

A promising approach for study seems to be the classification systems developed by Esposito, Smith, and Burbach (1975). The identified four categories of tasks: (1) indirect service to teachers; (2) direct service to teachers; (3) administrator; and (4) evaluator. Further analysis revealed that it was logical to classify direct and indirect service to teachers under a broader concept (helping role) and administrator and evaluator under a broader concept (administrator). If this classification system were used, it would be possible to think of an administrative instructional supervisor and a supportive instructional supervisor. Administrative instructional supervisors would be expected to manage, control, coordinate and evaluate programs and personnel, perform routine administrative duties, develop policies, and others. Supportive instructional supervisors would be expected to have primary responsibility for assisting and providing services to teachers such as instructional conferences to improve teaching, observation and analysis of teaching, teaching demonstrations, and location and procurement of equipment and materials of teaching.

BIBLIOGRAPHY

Alphonso, R. J., Firth, G. R., and Neville, R. F. Instructional Supervision: A Behavior System. Boston: Allyn and Bacon, Inc., 1975.

Antell, Henry, "Teachers Appraise Supervision," Journal of Educational Research (38, April 1945), 606-611.

A.S.C.D. Working Group on Supervisory Practices, "Issues in Supervisor Roles," Educational Leadership, Vol. 34, December 1976, pp. 217-220.

Atkins, Neil P. "Accountability and the Supervisory Function," Impact on Instructional Improvement (8:2) December 1973, p. 9-12.

Avdul, David D., "Supervision as Interaction for Shared Decision Making: An Exploratory Study," Dissertation Abstracts International, 36-06, 3254.

Babcock, Chester D. "The Emerging Role of the Curriculum Leader," In Role of Supervisor and Curriculum Director in a Climate of Change, A.S.C.D. Washington, D.C.: The Association, 1965.

Beach, Ted A., "The Perceptions of Teachers, Principals, and Supervisors of the Instructional Supervisory Support Services in the Public Schools of Tennessee," Doctoral Dissertation, The University of Tennessee, Knoxville.

Bellon, J. J., Eaker, R., Huffman, J. and Jones, R. V., Jr. Classroom Supervision and Instructional Improvement. Dubuque, Iowa: Kendall/Hunt Publishing Co., 1976.

Bishop, Leslee J., and Gerald R. Firth, "New Conceptions of Supervision," Educational Leadership (34:8) May 1977, p. 572-575.

Blumberg, A., "Supervision: What Is and What Might Be," Theory Into Practice, (15:4) October 1976, p. 284-292.

_____. Supervisors and Teachers: A Private Cold War. Berkeley, Cal.: McCutchan Publishing Corp., 1974.

_____, "Supervisor-Teacher Relationships: A Look at the Supervisory Conference," Administrators Notebook (19:1), September 1970, p. 1-4.

_____, and Philip Ausick, "Supervisor-Teacher Interaction: An Analysis of Verbal Behavior," Education, November 1970, pp. 126-134.

Bradshaw, Randolph S., "A Study of the Role of the Local Level Supervisor of Instruction in Georgia," Dissertation Abstracts International, Vol. 31, No. 11, May 1971, 5688-5689.

Burgess, Clifford V., "A Descriptive Investigation of Instructional Supervision in Alabama," Dissertation Abstracts, Vol. 23, No. 11, May 1973, 4186-4187.

Burke, John E., "Perceptions of Existing and Recommended Supervisory Practices of the High School General Supervisor in the Boston Public Schools," Dissertation Abstracts International, 31-05A, 1993-1994.

Burke, Robert L., "Improving Instruction with Management by Objectives and Clinical Supervision," Contemporary Education, Vol. 49, No. 1, Fall 1977, pp. 29-32.

Burnham, Reba M., "Instructional Supervision: Past, Present and Future Perspectives," Theory Into Practice (15:4) October 1976, pp. 301-305.

Buttery, Thomas J. and Daniel A. Michalak, "The Teaching Clinic: A Peer Supervision Process," Education, Vol. 95, No. 3, Spring 1976, pp. 263-269.

Cain, Gerald G., "An Analysis of the Functions of General Elementary School Supervisors in the Public Schools of Missouri," Dissertation Abstracts, Vol. 25, No. 9, March 1975, 5671.

Cardenas, Jose A., "Role Expectations for Instructional Supervisors as Expressed by Selected Supervisors, Administrators, and Teachers," Dissertation Abstracts International, 27-07, 2022.

Carlton, Cecil G., "The Role of Instructional Supervisors as Perceived by Teachers and Principals in Selected Florida Elementary Schools," Dissertation Abstracts International, Vol. 31, No. 9, March 1971, 4406.

Carman, Beatrice D., "Roles and Responsibilities in General Supervision of Instruction: A Synthesis of Research Findings," Dissertation Abstracts International, Vol. 31, No. 9, March 1971, 4406-4407.

Carson, R. B., F. J. Johnson and F. D. Oliva, "Supervision and Evaluation of Instructional Activities in Open Area, Quasi-Open Area and Traditional Schools," Journal of Education, Vol. 156, November 1975, pp. 18-27.

Christiansen, Marvin and Harold Turner, "The Roles and Preparation of Instructional Supervisors," In Certificating the Curriculum Leader and the Instructional Supervisor, Ed. Allan W. Sturges, Unpublished report from the A.S.C.D. Working Group on the Role, Preparation and Certification of Curriculum Leader and Supervisor, 1977.

Cogan, M. L. Clinical Supervision. Boston: Houghton Mifflin Corporation, 1973.

_____, "Rationale for Clinical Supervision," Journal of Research and Development in Education, Vol. 9, No. 2, Winter 1976, pp. 3-19.

Colbert, James E., "A Study of Effective and Ineffective Supervisory Behavior," Dissertation Abstracts International, Vol. 27, No. 7, January 1967, 2306.

Denham, Alice, "Clinical Supervision: What We Need to Know About Its Potential for Improving Instruction," Contemporary Education, Vol. 49, No. 1, Fall 1977, pp. 33-37.

DeWitt, William, "Instructional Supervision," Educational Leadership (34:8) May 1977, p. 589-593.

Edmonds, Fred, "A Study of the Competencies of General Supervisor and an Assessment of the Supervisor Preparation Program in Five Kentucky Colleges in Terms of Competency Development," Dissertation Abstracts International, 30, 05-A, 1969, 1773.

Eglin, William R., "Study of Instructional Supervisors in Louisiana's Public Schools," Dissertation Abstracts, Vol. 20, No. 1, July 1959, 934.

Esposito, James P., Gary E. Smith and Harold J. Burback, "A Delineation of the Supervisory Role," Education, Vol. 96, No. 1, Fall 1975, pp. 63-67.

Ferguson, Frances M., "A Study of Practices of Elementary School Supervisors (K-8) in the State of Louisiana as Perceived by Supervisors of Instruction, Principals, and Teachers," Dissertation Abstracts International, 37-06, 3292.

Flanders, Ned, "Interaction Analysis and Clinical Supervision," Journal of Research and Development in Education, Vol. 9, No. 2, 1976, pp. 47-57.

Goldhammer, R. Clinical Supervision. New York: Holt, Rinehart, and Winston, Inc., 1969.

Goldstein, William, "An Enlightened Approach to Supervising Teachers," The Clearing House, Vol. 46, No. 6, February 1972, pp. 391-394.

Gordon, Bruce G., "One-to-One Conferences: Teacher and Supervisor," Educational Leadership, Vol. 30, February 1973, pp. 459-463.

Griffiths, Clark, Wynn, and Iannaccone. Organizing Schools for Effective Education. Danville, Ill.: The Interstate Printers and Publishers, 1962.

Guss, Carolyn, "How is Supervision Perceived?" Educational Leadership, Vol. 19, November 1961, pp. 99-102.

Hall, Matthew H., "A Study of the Perceptions of Supervisors, Principals, and Teachers Regarding the Supervisory Program in the Mobile (Alabama) Public Schools," Dissertation Abstracts International, Vol. 23, No. 11, May 1963, 4186-4187.

Hansen, John, "The Role Expectations for the Supervisor of Instruction as Seen by Supervisors of Instruction, Teachers, and Principals," Dissertation Abstracts International, Vol. 30, No. 11, May 1970, 4729.

Harris, Ben M. Altering the Thrust of Supervision Through Creative Leadership," Educational Leadership (43:8) May 1977, p. 567-571.

_____, "Limits and Supplements to Formal Clinical Procedures," Journal of Research and Development in Education, Vol. 9, No. 2, Winter 1976, pp. 79-83.

_____, "Supervisor Competence and Strategies for Improving Instruction," Educational Leadership (33:5) February 1976, p. 331-337.

_____. Supervisory Behavior in Education. (2nd ed.) Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1975.

_____, and William R. Hartgraves, "Supervisor Effectiveness? A Research Resume," Educational Leadership, Vol. 30, October 1972, pp. 73-79.

Harty, Harold, and William C. Ritz, "A Non-Evaluative Helping Relationship: An Approach to Classroom Oriented Supervision," Educational Perspectives (15:2) May 1976, p. 15-21.

Heil, Floyd F., "A Study of Supervisory Practices at the Elementary Level in County School Districts in Ohio," Dissertation Abstracts International, Vol. 28, No. 4, April 1958, 2039.

Holder, Caroline W., "Task Analysis of Selected Leadership Personnel Responsible for Instructional Supervision and/or Curriculum Development in Local School Systems of Georgia," Dissertation Abstracts International 78-08, 4546.

Huffman, James O., "A Study of Supervisory Practices as They Relate to Social Studies Instructional Programs in Selected Tennessee School Systems," Dissertation Abstracts International, 33, 08A, 4066-4007.

Hutchinson, Jessee M., Jr., "A Study of Science Supervision in the Public High Schools of Louisiana," Dissertation Abstracts International, 34-08, 4911.

Inabinett, William E., "The Certification of Public School Supervisors in North Carolina from 1917 to 1966, with Comparisons of Requirements with Those of Other States," Dissertation Abstracts International, 29-04, 1968, 1117-1118.

Jeran, Daniel, "Role Expectations of Elementary School Supervisors in Open-Space Schools Which Emphasize Team Teaching and Individualized Instruction," Dissertation Abstracts International, 36-02, 694-695.

King, Martha L., "Concepts of the Role of the Supervisor in Ohio County School Districts," Dissertation Abstracts, Vol. 28, No. 4, April 1958, 2041.

Kline, Charles E. and Dennis H. Sorge, "How Effective is Interaction Feedback on Verbal Behavior of Teachers?" Educational Leadership, Vol. 32, No. 1, October 1974, pp. 55-62.

Klor, Paul R., "Looking Ahead in a Climate of Change," In Role of Supervisor and Curriculum Director in a Climate of Change, A.S.C.D. Washington, D. C.: The Association, 1965.

Krajewski, Robert J., "Clinical Supervision: Dollars and Sense," Contemporary Education, Vol. 49, No. 1, Fall 1977, pp. 5-15.

_____, "Clinical Supervision: To Facilitate Teacher Self-Improvement" Journal of Research and Development in Education, Vol. 9, No. 2, Winter 1976, pp. 58-65.

Krey, Robert D., Lanore A. Netzer and Glen G. Eye, "Assumptions Supporting Structure in Clinical Supervision," Contemporary Education, Vol. 49, No. 1, Fall 1977, pp. 16-23.

Kyte, George C., "The Supervisor-Teacher Conference: A Case Study," Education, Vol. 92, November 1971, pp. 17-25.

Lemon, Donald K., "Supervisors and Educational Change," Theory Into Practice (15:4) October 1976, p. 18-23.

Lentini, Harris K., "Critical Requirements Derived from Frequency Data Reported by Georgia Public School Supervisors of Perceived Effective and Ineffective Supervisory Behaviors," Dissertation Abstracts International, 34-08, 4866-4867.

Lindemann, Bertram, "Teacher Evaluation: Barrier to Communication?", Educational Leadership, Vol. 28, November 1970, pp. 207-208.

Lindman, MArgaret, "A Team Approach to Supervision," Contemporary Education (43:5) April 1972, pp. 267-272.

Lovell, John T., "Authority for Instructional Supervisors." (An unpublished position paper presented to the A.S.C.D. Assembly, Houston, 1977)

_____, and Margaret S. Phelps. Supervision in Tennessee: A Study of the Perceptions of Teachers, Principals and Supervisors, published by the Tennessee Association for Supervision and Curriculum Development, July 1976.

Lucio, W. H., and J. D. McNeil. Supervision: A Synthesis of Thought and Action. New York, N. Y.: McGraw-Hill Book Company, 1969.

Maddox, Joe W., "The Perceptions of Selected Alabama Educators Toward Desirable Behaviors for Instructional Supervisors," Dissertation Abstracts International, 35, 11-A, 6987.

Marchak, Nick, "The Role Expectations for the Supervisor of Instruction as Seen by Supervisors of Instruction, Teachers, and Principals," Dissertation Abstracts International, 30 (1969), 11-A.

McCleary, Loyd E., "Competencies in Clinical Supervision," Journal of Research and Development in Education, Vol. 9, No. 2, 1976, pp. 30-35.

McCoy, Mildred, "Teachers' and Principals' Perceptions of Supervisors as Being Helpful in Implementing Innovations in Selected Elementary Schools in Florida," Dissertation Abstracts International, 36-06, 3300-3301.

McGee, Jerry C. and Robert Eaker, "Clinical Supervision and Teacher Anxiety: A Collegial Approach to the Problem," Contemporary Education, Vol 49, No. 1, Fall 1977, pp. 24-28.

McGowan, Gerald R., "A Study of the Perceptions of Supervisory Tasks and Processes," Dissertation Abstracts Internationalm 32-06, 2964.

Melnick, Michael A. and Daniel S. Sheehan, "Clinical Supervision Elements: The Clinic to Improve University Teaching," Journal of Research and Development in Education, Vol. 9, No. 2, Winter 1976, pp. 67-75.

Miller, Darwin W., "Teachers' Appraisals of Selected Supervisory Practices," Dissertation Abstracts International, Vol. 20, No. 7, January 1960, 3157.

Mock, Virgil W., "A Study of the Perceptions of Supervisors by Selected Elementary Teachers," Dissertation Abstracts International, 38-04, 1858.

Moe, Kenneth C., "A Technique of Supervision: Using Goal-Setting Conferences," NASSP Bulletin, Vol 59, No. 395, December 1975, pp. 34-37.

Newton, Robert R., "Three Dilemmas of Supervision," NASSP Bulletin, Vol. 56, No. 368, December 1972, pp. 52-56.

Oliva, P. F. Supervision for Today's Schools. New York: Thomas Y. Crowell Company, 1976.

Osborne, Grace S., Allan S. Hurlburt., "Credibility Gap in Supervision," School and Society (99:2336) November 1971, p. 415-417.

Palmer, Wayne R., "A Study of Existing and Desired Supervisory Services in the Indianapolis Public Schools," Dissertation Abstracts International, Vol. 15, No. 1, 1955, 457-458.

Puckett, Daniel W., "The Status and Function of the General School Supervisor in Selected Arkansas Schools," Dissertation Abstracts International, Vol. 23, No. 7, January 1963, 2758.

Reavis, Charles A., "Clinical Supervision: A Timely Approach," Educational Leadership, Vol. 33, No. 5, February 1976, pp. 360-363.

Reploogle, Vernon L., "What Help do Teachers Want?" Educational Leadership, (April 7, 1950) 445-448.

Rewis, Jacquelin S., "A Study of Georgia Teachers' Perception of Supervisory Activities," Dissertation Abstracts International, 33-07A, 3165-3166.

Rice, Bobby J., "A Survey of the Activities and Responsibilities of General School Supervisors in North Carolina Counties," Dissertation Abstracts International, 35-08, 4874-4875.

Riechard, Donald E., "Needed: Resident Clinical Supervisors," Educational Leadership, Vol. 33, No. 5, February 1976, pp. 364-366.

Ross, Grace S., "A Description of Activities of North Carolina Supervisors as Self Reported," Dissertation Abstracts International, Vol. 29, No. 7, January 1969, 2449.

Russell, Herschel L., "The Role of the Instructional Supervisors as Perceived by Principals, Teachers, and Supervisors of Caddo Public Schools in Louisiana," Dissertation Abstracts International, Vol. 30, No. 11, May 1970, 5351.

Rutter, Foster P., "The Status and Function of the General Secondary School Supervisor in Pennsylvania," Dissertation Abstracts International, Vol. 32, No. 5, November 1971, 2371.

St. John, Edwin. "Supervision--Yesterday, Today, and Tomorrow," Agriculture Education Magazine (42:7) January 1970, p. 165-167.

Sergiovanni, Thomas J., "Toward A Theory of Clinical Supervision," Journal of Research and Development in Education, Vol. 9, No. 2, Winter 1976, pp. 20-29.

_____, and Starratt, R. J. Emerging Patterns of Supervision: Human Perspectives. New York: McGraw-Hill, 1971.

Shafer, Harold D. and Gordon N. Mackenzie, "Securing Competent Instructional Leaders," In Role of Supervisor and Curriculum Director in a Climate of Change, A.S.C.D., Washington, D.C.: The Association, 1965.

Shane, Harold G. and Roy A. Weaver, "Educational Developments Anticipating the 21st Century and the Future of Clinical Supervision," Journal of Research and Development in Education, Vol. 9, No. 2, 1976, pp. 38-46.

Smith, Gary G., "An Evaluative Study of the Duties and Responsibilities of School Supervisors in Selected Rural School Districts in West Virginia," Dissertation Abstracts International, 32-03, 1243.

Stewart, Bob R., "The Relationship of Teacher, Supervisor, and Principal Perceptions of Supervisory Behavior," Dissertation Abstracts International, 30 (1969), 05-A.

Sullivan, Herbert W., "Supervisor/Teacher Ratio and Achievement in New York Schools," Dissertation International, 36-06A, 3319-3320.

Turner, Harold E., "Improved In-Service: A Challenge for Supervisors," The Clearing House (45:2) October 1970, pp. 116-119.

Van Winkle, Robert Lee, "The Role of the Instructional Supervisor As Perceived by Instructional Supervisors in Selected Florida School Districts With/Without Professional Negotiations Agreements," Dissertation Abstracts International, 34-10, 6335.

Wagner, Richard E., "The Secondary Instructional Supervisor in the Montgomery County Maryland Public Schools 1945-1970," Dissertation Abstracts International, 33, 10-A, 5418-5419.

Wallace, Michael F., "An Investigation of Supervisory Practices in the Waterbury Public Elementary Schools," Dissertation Abstracts, Vol. 26, No. 1, July 1965, 842.

Walters, Boyce L., "Descriptive Study of the Instructional Supervisor's Major Tasks in an Open Concept School," Dissertation Abstracts Internationa, Vol. 34-04, 1565-1566.

White, Edwin P. "Toward a Redefinition of Supervision," Educational Leadership, (30:8) May 1973, p. 761-762.

Wiles, Kimball and John T. Lovell. Supervision for Better Schools. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1975.

Willover, Donald J., Peter J. Cistone and John S. Packard, "Some Functions of the Supervisory Role in Educational Organizations," Education, Vol. 34, February 1972, pp. 66-68.

Ziff, Norman, "A Survey and Analysis of the Role of General Secondary School Supervisors," Dissertation Abstracts International, Vol. 19, No. 8, February 1959, 2299.

IV

EXISTING PROGRAMS FOR PREPARATION OF INSTRUCTIONAL SUPERVISORS

Robert J. Krajewski

As presently implemented, instructional supervision is more properly addressed in the generic functional sense. In its most comprehensive application, it is achieved through coordination of many sub-tasks and management of resources. Such an approach allows the realistic appraisal of its effectiveness, efficiency and constructive modification. Whether this function is carried out by a corps of experts, each performing the entire integrated process of instructional supervision for a segment of the school program, or by a process of the differentiated efforts of staff specialists under the general direction and coordination of a single staff supervisory specialist, the fact remains that a system requires the services of one or more persons whose formal professional preparation is in the field of instructional supervision.

This chapter attempts to clarify the current "state of the art" in instructional supervision by focusing upon the areas of state certification requirements and university academic programs for instructional supervision.

It is difficult to generalize strategies for preparing persons to be instructional supervisors in the public schools, K-12. Despite much comment regarding "supervision" in textbooks, professional association journals/bulletins, and reports of select committees exploring the suitability of preparation programs, there exists no consensus on what should be offered in programs for preparing instructional supervisors. This lack of consensus emanates from the

failure to define instructional supervision (i.e., what actually constitutes effective instructional supervision), and failure to identify which persons within school systems are expected to fulfill the defined role (as briefly discussed in the previous chapter). However, confusion over supervisors' roles and responsibilities is not new. It has been a striking characteristic of supervisory practice for the past half century. Even among contemporary practitioners of instructional supervision, the concept of what "ought to be" is so varied that a recent ASCD survey merely "substantiated the thesis that there was great confusion and little agreement when it comes to defining distinct roles for supervisors..." (Christensen and Turner, 1976, p. 28).

Thus it comes as no surprise that the present preparatory programs for instructional supervisors are inadequate, since agreement on definitions of function and preparation are not found.

State Certification Guidelines

One basis for structuring formal academic programs is to use the state certification requirements as guidelines. An examination of the attached chart on the existing state certification requirements indicates that the confusion over roles and responsibilities extends beyond the ranks of the practitioners in the field. The majority of the surveyed states require certification in school administration for all echelons above the classroom level. No requirement exists for coursework in instructional supervision beyond that suggested for the school principal, for many states.

Less than half of the states (23) offer certification in supervision. Of those states providing separate certification for supervision, only

Table - State Certification Requirements Pertaining to Supervision

	Teach. Cert.	Yrs. Exp. (Teach.)	Cert. Exam	Degree/ Adv. Stud.	Intern	Type Cert.	Specific Academic Preparation in Supervision Required
Alabama	x	3		M +30		S	8 hours in supervision
Alaska*		3		M		A	NS
Arizona	x	3		M +15	x	S	NS
Arkansas*	x	3		M +30	x	A	NS, Approved Prog. of Study in lieu of internship
California*	x	3	x	B		A	NS
Colorado*			x	M		A	NS
Connecticut	x	5		M +15		S	NS
Delaware	x	3		M		S	NS
D. of Columbia*				M			NS
Florida	x	3		M		S	6 hours in supervision
Georgia	x	3		M		S	29 quarter hours in supv./admin.
Hawaii*	x	2		B +20		A	15 hours in supv./admin.
Idaho*	x	3		M	R	A	NS
Illinois	x	2		M		S	8 hours in supv./admin.
Indiana	x	3		M		S	10 hours in supv./admin.
Iowa	x	4		M	x	S	NS
Kansas	x	3		M		S	9 hours in supv./admin.
Kentucky	x	3		M +15		S	NS
Louisiana	x	5		M		S	9 hours in supv./admin.
Maine*	x	3		M		A	6 hours in supv./admin.
Maryland	x	3		M +15		S	NS
Massachusetts*	x			B +13	A		NS
Michigan*	x			B			NS
Minnesota*	x	3		M		A	NS
Mississippi	x	2		M		S	12 hours in supervision
Missouri*	x			M +20		A	6 hours in supv./admin.
Montana	x			M		A	10 hours in supervision
Nebraska	x			B		S	6 hours in supervision and completion of approved 6 year program
Nevada*	x	3		M		A	16 hours in supv./admin.
New Hampshire	x			M		A	NS
New Jersey	x	3		M		S	12 hours in supv./admin.
New Mexico	x	3		M		A	15 hours in supv./admin.
New York	x	3		B +30	x	A	18 hours in supv./admin
North Carolina*			x	M			NS
North Dakota*	x	4		M			20 hours in supv./admin.
Ohio	x			M +15	x		NS
Oklahoma*	x	2		M +16		A	16 hours in supv./admin.
Oregon	x	5		M +15		S	Approved program in supervision
Pennsylvania	x	5		B		S	Approved program in supervision
Rhode Island*	x	3		M +15		A	15 hours in supv./admin.
South Carolina	x	3		M		S	18 hours in supervision
South Dakota*	x	2		M			NS
Tennessee	x	3		M	x	S	20 hours in supervision
Texas	x	3		M		S	9 hours in supv./admin.
Utah	x			B		S	NS
Vermont*	x	2		B +18			18 hours in supv./admin.
Virginia	x	5		B		S	NS
Washington*	x	3		M			8 hours in supv./admin.
West Virginia	x	3		M		A	18 hours in supv./admin.
Wisconsin*	x	3		M +			NS
Wyoming*	x	2		M			NS

*Denotes states without an identified specialization for supervision requirements shown are for general administrative certification

Type certificates issued: A = Administration S = Supervisor
Internships: X = Required R = Recommended

Source: Requirements for Certification, 42d edition, 1977-78. Woellner, Elizabeth A., Chicago & London: University of Chicago Press, 1977.

Alabama, Florida, Mississippi, Nebraska, South Carolina, and Tennessee specifically state the number of credit hours required for certification in supervision. Other states either do not specify, or note that hours ranging from 6 to 29 must be taken in supervision and/or administration. Of those states which specify minimum hours for certification in supervision, the range is from 8 to 20 semester hours, or the equivalent of about 2 to 5 courses.

The current preparation of instructional supervisors involves university course work designed to meet existing certification requirements in 23 states. State departments do not determine what courses will be required by students in the program; institutions develop their own requirements in compliance with the certification requirements.

Although university coursework has the major impact toward obtaining certification in supervision, there are other requirements that are becoming increasingly important. Of the states offering certification for supervision, all but two (Nebraska and Utah) require teaching experience. The number of years of experience required by these states range from two to five years. Internship is required by Arizona, Arkansas and Iowa. All states except Virginia, Utah, Pennsylvania and Nebraska require the Master's degree.

Teaching experience is emphasized; supervision experience is not, as indicated both by lack of internship requirements and the non-specification of needed supervisory experience. The determination of certain skills, such as communication and interaction skills or applications of learning and human development theories, are difficult to determine from the chart. Easier to determine, however, is the lack of emphasis on diagnostic skills for teaching analysis. Generally, the

number of required supervision courses does not seem to allow for the adequate acquisition of teaching analysis diagnostic skills.

The implication is that the academic preparation of instructional supervisory personnel in universities must, as dictated by state certification requirements, remain a fairly generalized process which avoids the possibility of one's becoming over-specialized and thus unemployable as a general administrator. Until a clearly identified body of instructional supervision competencies is presented to state certification authorities, no mandate for programs of preparation will emanate from this sector of the academic community.

National and Regional Associations Dealing with Certification Issues

A second approach through the general topic of certification was a survey of published guidelines emanating from various regional associations either recommending certification standards or supporting certification reciprocity with other states/regions. The lack of consensus among the states is clearly shown at this level. Prescriptive guidance is lacking from the six regional associations of schools and colleges, the National Council for the Accreditation of Teacher Education (NCATE), or the Association for Supervision and Curriculum Development (ASCD). The various professional associations that represent various subspecialties or instructional supervisors have not provided guidelines or standards for preparation.

Existing Academic Programs

In the spring of 1977, questionnaires were sent to universities*

---

*Questionnaires were sent to universities which graduate twenty or more master's students in the field of educational administration, using 1971 information. Educational supervision was not listed as a separate area of specialization. Peterson's Guide to Graduate Study Vol.6, 1972 was used. Because some states had no university that met this criteria, a questionnaire was sent to the university listed in the Guide that had the largest graduate program in administration.

requesting information on their programs for the preparation of instructional supervisors. This informal sampling of programs at 48 universities resulted in 45 useable responses that represented a national distribution.

Responses to the following questions were asked:

1. What is the name of the program?
2. How many hours of graduate work are required?
3. Is an internship required?
4. What graduate courses are required?

TABLE 1

NAMES OF GRADUATE PROGRAMS PREPARING SUPERVISORS

Name of Program	No. Responses
Administration and Supervision	14
Administration	12
Curriculum and Supervision	8
Supervision	6
Supervision and Program Development	1
Curriculum and INstruction	1
Supervision or Instruction	1
CAGS in Administration or Curriculum and Instruction	1
Administration, with emphasis in Administration	1
	45

Most programs were identified as "administration" or "Administration and Supervision". Six of the universities report graduate programs in "Supervision".

Where separate programs for instructional supervision occur as distinct programs, they most frequently appear as some combination with "Curriculum".

TABLE 2

HOURS REQUIRED FOR THE DEGREE

Hours Required	No. Responses
Less than 30 semester hours	1
30 - 36 semester hours*	28
36 - 45 semester hours	5
More than 45 semester hours	7
Not specified	4
	45

* Includes 6 universities that require 45 - 52 quarter hours.

The majority of programs seem to be at the Master's level, with a few at the Specialist's level.

Table 3 describes the specific courses that are either required or recommended by the 45 universities that responded to the questionnaire. In most programs the courses center around curriculum, administration, and supervision. Few courses are required in the areas of behavioral studies. There are no indications that courses in areas such as the analysis of teaching, clinical supervision, or diagnosis are included.

TABLE 3

COURSES THAT ARE REQUIRED OR RECOMMENDED FOR SUPERVISORS

Course	No. Responses
Curriculum Development*	41
Administration and Supervision*	37
Practices in Educational Supervision*	31
Educational Psychology	27
Organization and Management of Schools	26
Internship	25
School Law	25
School Finance	21
Practicum	18
Sociology of Education	15
Research and/or Statistics	13
Problem Solving	11
Counseling	10
Philosophy of Education	9
School and Community	5
School Buildings or School Plant	3
Administration (only)	2
Multicultural Education	2
Theories of Learning	1
Analysis of Instruction	1
Human Relations	1
Computor Technology	1
Power Systems and Educational Decisions	1
Collective Bargaining	1

*More than one course in these areas was required.

As indicated in Table 3, the ten most commonly required courses are curriculum development, administration and supervision, practices in educational supervision, educational psychology, organization and management of schools, internships, school law, school finance, practicum, and sociology of education. Seven of these courses would probably fall into a category of courses common to all preparations for administrators. They emphasize the development of technical skills and a knowledge base; few can be identified that are designed specifically for the development of skills in human relations. Only ten universities list a course (counseling) which might nurture skills in the areas of group dynamics, interpersonal skills, or the improvement of relationships between supervisors and teachers.

TABLE 4

INTERNSHIP IN SUPERVISION PREPARATORY PROGRAMS

Internship	No. Responses
Required [illegible]recommended	25
Depends on [illegible]xperience of Candidate	1
Some Field Experience Required but Not Formal Internship	2
No response	17
	45

Summary

It would seem that the structure of present course requirements for preparing instructional supervisors reflects the influence of administrative preparation rather than emphasizing close working relationships with classroom teachers. Universities seem to be preparing supervisors for a job market that would not have to culminate in a position as an instructional supervisor. State departments seem to

concur with the universities' interest in preparing instructional supervisors who will obtain considerable preparation in administration.

The overall impression of these programs is that their designers recognize and accept the ancillary role that supervision plays within the administrative echelons of most school systems, the frequency with which supervisory personnel are required to occupy positions which are predominantly administrative in function and tasks, and the limited demand for a supervisory specialist except in the role of one who has expanded classroom competencies appropriate to the task of evaluating instructional performance. The competencies developed by the bulk of these programs reflect the generalized nature of the responsibilities of the persons holding "supervisory" positions rather than an advocacy of the instructional supervision role within today's school systems.

TABLE 5
A SAMPLE OF INSTRUCTIONAL SUPERVISION PROGRAMS WITHIN THE MAJOR REGIONAL ASSOCIATION AREAS

REGION	INSTITUTIONS AND PROGRAMS		
Northwest Assoc. of Schools & Colleges (WA,MT,OR,ID,NE,UT)	Montana State University MED in EDAD 45 q.h. + internship (sc.law,curr.des.,adm.& sup. curr.prac., sup.,org.& mgmt. of sch.,sc.finance,counseling)	University of Nevada no program identified	Utah State University EDD in Curr.Dev. & Sup. 90 q.h.+internship (curr.dev.,org&man. sc., ed.psych.)
North Central Assoc. of Schools & Colleges (ND, SD,WY,CO,AR,NM,OK,KS, NB,MN,IO,MO,AR,WI,IL, IN,MI,OH,WV)	University of Wisconsin MSED in EDAD & Sup. 30 s.h. (adm/sup,curr.pract., org/mang.schools,sc.finance, ed.psych)	University of N.Iowa MA in Sc.Adm & Sup. 30 s.h. (Sc.law, curr. dev.,curr.prac.in Sup., ed.psych)	Kansas St.Tchr.Col. MS in Curr & Sup. 32 s.h. (prob.sol.,curr. dev.,adm&sup., curr.pract. in ed.sup.,counseling)
Southern Assoc. of Schools & Colleges (TX,LA,MS,AL,FL,GA,SC, NC,TN,KY,VA)	University of Alabama MA in Sup & Curr. Dev. 30 S.H.(curr.dev.,cur.pract. in ed.sup.)	Univ.South.Mississippi 30 s.h. (curr.dev.,adm. & sup.,ed.psych.)	Memphis St. Univ. MED in ADMIN(inSUP) 30 s.h.(curr.dev.,adm. & sup., Curr.Prac. in sup.,ed.psych.)
Middle States Assoc. (NY,PA,NJ,MD,DE)	Pennsylvania St. Univ. MED in Supervision (Sc.law,curr.pract.in ed.sup., org.& man.schools)	City Univ. N.Y. 6th yr.certif.(in EDAD and Sup) MA+30s.h. (sc.law,curr.dev., adm.& sup. Curr.)	
New England Assoc. of Schools & Colleges (ME,VT,NH,CT,RI,MA)	Univ.Connecticut PHD in Sup & Curr. Dev. MA + 60 s.h.(curr.dev.,Ed Psych., Soc. of Ed.)	Harvard University No program distinct from administration	Univ. Rhode Island Cert.Add'l Grad.St. in Curr.,Inst.,Assessment MA+ 30 s.h.(sc.law, curr.dev.,adm&sup.,cur. pract. in ed sup.,org.& man.of sch.,counseling)

V

INCONGRUENCY, WITH SOME RECOMMENDATIONS

A. W. Sturges

Differences exist between the ideal roles of instructional supervisors and the actual roles; between those roles perceived by teachers and those perceived by supervisors; between the perceptions of administrators and the perceptions of supervisors; between the roles identified appropriate by the researchers and those identified by the practitioners. Differences also exist even at the definitional level; responsibilities of the instructional supervisor are not always confined to a person who holds that title. There are a number of professional educators in school systems that have supervisory responsibilities, and there are some supervisors who hold non-supervisory responsibilities.

Previous chapters described both the intended and actual roles of instructional supervisors. This chapter will compare the "intended" with the "actual" and when appropriate, will point out the conflict that exists between the two statements. This chapter also included recommendations for the preparation and certification of instructional supervisors. Information for this chapter is based on the information presented in the previous chapters.

Nature and Objectives of the Instructional Supervisor

Intended: The instructional supervisor should assist in the improvement of instruction. This includes (1) direct psychological and technical support, service and help to teachers; (2) curriculum development, coordination and evaluation of instruction; (4) development and evaluation of educational goals; (5) professional

development of personnel; (6) evaluation of personnel performance; and (7) the evaluation of educational outcomes. The maintenance and continuing support of ongoing programs and people are included, as well as the teachers' desire for supportive and non-threatening services that are directly related to the improvement of teachers' classroom performance.

Actual: Teachers perceive some instructional supervisors as primarily concerned with administrative responsibilities. Some individuals with primary administrative or management responsibilities (e.g., principals, assistant superintendents for curriculum and/or instruction) employ tneir supervisory responsibilities to assist them in accomplishing tasks that may be indirectly related to the improvement of instruction at the classroom level.

Conflict: Teachers want direct assistance to improve instruction; some educators with supervisory responsibilities combine both administrative and supervisory responsibilities to meet more global goals than at the specific classroom levels.

The Activities of the Instructional Supervisor

Intended: The instructional supervisor should provide direct assistance to the classroom teacher for the improvement of instruction and the improved learning by children. This assistance can include instructional materials, demonstration teaching, and the acquisition of appropriate facilities and equipment. Evaluation of teaching performance is to

provide specific assistance toward the improvement of teaching.

Actual: Some teachers do not perceive the instructional supervisor as devoting enough time to the improvement of instruction in the individual classrooms. Administrative responsibilities that require the instructional supervisor to spend time at the central office rather than with specific teachers are perceived as restricting direct assistance by the instructional supervisor. The conflict resulting from the line versus staff responsibilities of instructional supervisors is illustrated by criticisms by some teachers of the lack of classroom visits and the limited direct assistance by the instructional supervisor.

Conflict: Teachers want assistance at the classroom level. Those educators with mixed assignments of instructional supervision and administration/management do not provide the type of assistance desired by teachers.

The Organizational Structure for Instructional Supervision

Intended: The instructional supervisor should be as close as possible to the teachers being assisted. This can include the housing of a supervisor in the building where the teachers are to be assisted.

Actual: Instructional supervisors are frequently assigned to work with teachers in several buildings; instructional supervisors often have offices at a central location in the school district.

Conflict: Teachers want more direct and immediate access to assistance from instructional supervisors that are familiar with the environment of specific classrooms. Other types of instructional supervisors (e.g., principals) have a role conflict of administrator versus the direct and extensive instructional assistance desired by teachers.

The Preparation of Instructional Supervisors

Intended: To meet the aspirations that teachers hold for instructional supervisors, appropriate preparation would include course-work, practica and field experiences to help supervisors accurately analyze existing classroom conditions and make appropriate recommendations for improving the learning environment of children.

Actual: Less than half the states offer certification for instructional supervisors; very few specify a minimum number of hours in supervision, and few require an internship. Among those states requiring certification, there is a wide range between the lowest and highest number of hours in supervision that are required.

Conflict: There seems to be little agreement between what teachers want instructional supervisors to do, and the ways in which they are being prepared by universities.

There is confusion, disagreement and some conflict about the roles and responsibilities of instructional supervisors. A number of factors may help explain part of the confusion. First, instructional supervision involves both direct support for teachers (such as observation and analysis of teaching), and administrative activities (such as quality control and the evaluation of teacher performance). Such widely divergent services may not always be compatable in the same role, and may create confusion in the minds of teachers and administrators.

Second, teachers often expect supervisors to deliver services closely related to their needs as teachers, and general administrators often expect supervisors to provide services more closely related to the general needs of the organization. Thus, supervisors are often perceived by teachers as not doing enough for teachers, and by administrators as not doing enough for the organization.

Third, there is a conflict between the general services that supervisors provide (such as curriculum planning, development of system objectives, and designing professional development programs), and the clinical-type services delivered to a particular teacher with reference to a particular group of students.

One possible approach to the resolution of some of these conflicts would be to conceptualize to broad categories for supervisors. One category could be the administrative instructional supervisor, and would include such responsibilities as quality control, development and evaluation of educational objectives for school programs, the selection, allocation and evaluation of professional personnel, and other similar activities.

Instructional supervisors with responsibilities for the coordination and direction of a program would normally fit in this category. Curriculum directors, assistant superintendents for instruction, school principals and department heads would be examples of administrative instructional supervisors.

A second category of supervisory roles could be grouped under the title of consultative instructional supervisor, and would include the direct psychological and technical support to help teachers improve their performance in the classroom. It would also include consultation with teachers and others for the planning of professional development programs; teacher evaluation would be diagnostic, to enable the correction of teaching activities that are not effective. Although these consultative instructional supervisors could be housed at the central office complex, they would normally be assigned to specific building levels in order to facilitate their direct contact with teachers.

These two major types of instructional supervisors are supported by data included in this report. The consultative instructional supervisor is primarily concerned with the improvement of instruction, and works closely with teachers. Teachers prefer that this type of supervisor be assigned to a specific building; the supervisor has special expertise in analyzing classroom instruction and in working with teachers for the improvement of the learning environment for students. The administrative instructional supervisor is also concerned with the improvement of instruction, but more from a controlling and coordinating level. More often housed at a central office, duties will include administrative functions such as requesting and administering Federal grants, acquisition of materials, quality control of the learning environment, and the overall coordination of the instructional

program. Responsibilities of the administrative instructional supervisor are often assigned to a principal or department head at the building level, or directors/assistant superintendents/coordinators at the district level.

RECOMMENDATION

School systems should recognize the two types of instructional supervisors, and assign appropriate responsibilities to each type. Teachers, principals and other educators in the district should clearly understand the differences between the positions, and the differential assignments should be stated in the job descriptions. Personnel holding these two types of instructional supervisors' positions should be evaluated on these clearly understood responsibilities.

Universities preparing instructional supervisors should recognize the two types of positions, and develop preparatory programs for each position. Graduates of instructional supervision programs should understand the differences in the two positions; administrators who will employ instructional supervisors should also know the differences between the two positions.

THE PREPARATION OF INSTRUCTIONAL SUPERVISORS

Because the literature and survey results indicate there are two kinds of instructional supervisors who have different roles and responsibilities, the appropriate preparation for these two positions should be different.

Administrative Instructional Supervisors' Preparation

Building Level (principal and/or department head): Preparation as a principal or department head, with a component of the graduate program devoted to instructional supervision, as well as components in a content area, administration, and relationship behavior. In the latter instance, content and appropriate experiences should be included that are concerned with management skills for planning, organizing, motivating and controlling resources and personnel.

In addition, the supervisory component should include information and experiences that differentiate the roles of the administrative and the consultative instructional supervisor.

District Level (directors, consultants, coordinators): The preparation for these positions would not be unlike that of the principal or department head except that the level of preparation would be at the specialist's level as a minimum. The preparation would also emphasize relationship behavior from an administrative approach, administration from a district-wide perspective, and instructional supervision that would show the relation-

ships between the consultative and the administrative roles of supervisors. The component of the graduate program concerned with instructional supervision would also include courses and experiences in analyzing classroom instruction, the prescriptions for improving those identified deficiencies, the ability to apply the principles of learning and working with adults to properly analyze, communicate, implement and evaluate those activities that would improve teachers in a school district to meet the goals of the district and state.

Consultative Instructional Supervisors' Preparation

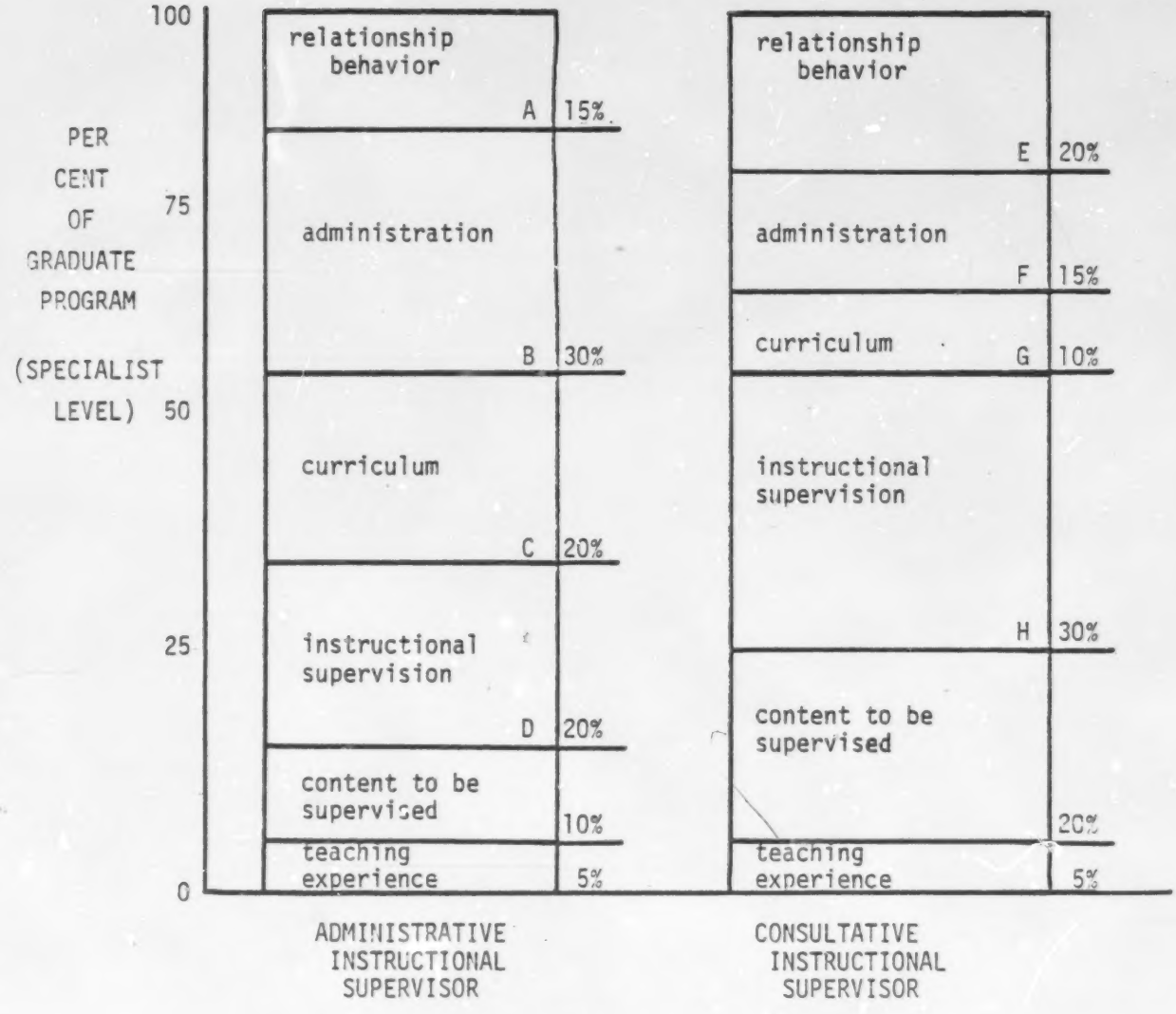
In addition to successful teaching experience, preparation for this position would include about half of the graduate program in formal preparation and appropriate experiences for directly working with teachers for the improvement of instruction. This preparation and experiences would include management skills for maximizing efficiency in completing the assigned tasks, the various methods of analysis and prognoses for improving the instructional programs of individual teachers, and the one-to-one sensitizing and humanizing relationships that will enhance teachers' performance. The district consultative supervisor should have increased preparation in the subject area being assisted.

No reviewed studies recommend specific percentages of time to be devoted to various areas of preparation. However, based on the various recommendations by agencies concerned with the preparation and employment of instructional supervisors, a comparison of the two positions (administrative and consultative instructional supervisors) would be approximately

like this:

TABLE 6

PREPARATION FOR ADMINISTRATIVE AND CONSULTATIVE INSTRUCTIONAL SUPERVISORS



A: Includes management skills for planning, organizing, motivating and controlling.

B: Task oriented (e.g., MBO, setting/meeting goals)

C: An understanding of curriculum from a national/state/district level, plus ability in development and evaluation.

D: Emphasizes diagnosis and evaluation in relation to district/state/national goals, plus an understanding of the differences between administrative and consultative instructional supervisors.

E: Special training and experiences in one-to-one relationships that includes sensitization and humanizing the personal relationships of this type of instructional supervision.

F: Includes management skills for maximizing efficiency in completing the assigned tasks, plus evaluation skills for analysis and prognosis for improvement of instruction by teachers.

G: Special abilities in evaluation of curriculum and prescriptions for improvement, plus an understanding of the specialized are as it contributes to district/state/national goals.

H: Emphasis on analysis and prognosis of instruction, aimed at the improvement of instruction. Heavy emphasis on working with people on a one-to-one basis.

CERTIFICATION

Currently, the limited number of universities that have specific graduate programs for the preparation of instructional supervisors reflects the inability to obtain agreement on appropriate roles of instructional supervisors. When it is noted that instructional supervisors usually are responsible for providing assistance to teachers in a variety of ways, it is understandable that current certification requirements vary a great deal. Because it is possible to group instructional supervisors by those who emphasize administrative roles and those who emphasize consultative roles, separate certification is recommended for each type of position.

RECOMMENDATION

It is recommended that certification be offered for each category of instructional supervisors. Thus, special certification requirements should be available for <u>administrative</u> instructional supervisors and for <u>consultative</u> instructional supervisors. These separate certificates would require the completion of approved programs earlier described.

QUALITY CONTROL

Part of the responsibilities of a professional organization is to assist members of the profession to improve their professional role, and to assist in the assurance that members receive the best possible preparation. This concern for quality of preparation is a legitimate role of a professional organization.

Instructional supervisors are members of the ASCD; the ASCD is the only professional organization designed to assist supervisors at the National level. It then follows that the ASCD is the logical

professional organization to assume the leadership in the quality control for the preparation of instructional supervisors.

RECOMMENDATION

Standards and guidelines should be developed by ASCD that speak to the preparation of instructional supervisors (administrative) and instructional supervisors (consultative). These standards should be field tested by faculty in a number of universities and when revised, submitted to ASCD for approval. In the future, university programs that prepare instructional supervisors and who request NCATE approval should use these standards and guidelines as part of the evaluation process leading to the accreditation of these two graduate programs in instructional supervision.

Telephone Survey Interviewees

Administrative Personnel		Members
AACTE	Dr. Joel Burdin Associate Director	
AASA	Dr. Paul Salmon Executive Director	Rosemma Wallace Executive Associate Superintendent for Learning Oakland Public Schools
AFT	Rosalyn Herman Associate in Educational Services New York State United Teachers	
ASCD	Dr. Gordon Cawelti Executive Director	Dr. Ed Karnes Director of Elementary Education Parma City Schools, Parma, OH
COPIS	Dr. Les Bishop, Professor Dept. of Curriculum & Instruction University of Georgia	Dr. Tom Sergiovanni, Professor Educational Administration & Supervision University of Illinois
NAESP	Dr. William Pharis Executive Director	Nellie Quander, Principal Hybla Valley School (Alexandria, VA) Paul Collins, Principal Amherst Middle School (Amherst, NH)
NASSP	Dr. Owen Kiernan Executive Director Dr. Scott Thompson Deputy Executive Director	Thomas Cabelus, Jr., Principal Langley High School (McLean, VA)
NEA	Dr. John D. Sullivan Director, Instructional & Professional Development	Skip Eshelman, Teacher John F. Kennedy Middle School Phoenix, AZ Harry Strickland, Teacher Pepperell School (Opelika, AL)

Telephone Survey Interviewees

Professors of Curriculum

O. L. Davis, Professor
Dept. of Curriculum & Instruction

Selected
Public School
Experts

Members

Dr. Paul Halverson, Professor (Ret.)
University of Georgia

Larry Malone
Director, Elementary and Middle
Schools (Chattanooga, TN)

Jack W. Humphrey
Director of Elementary Education
(Evansville, IN)